REPORT RESUMES

ED 019 050 JC 680 124

THE CARE AND FEEDING OF THE COMMUNITY JUNIOR COLLEGE, PROCEEDINGS OF THE ANNUAL JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (7TH, DAYTONA BEACH, AUGUST 13-15, 1967).

BY- WIEGMAN, ROBERT R.
FLORIDA UNIV., GAINESVILLE

PUB DATE 67

EDRS PRICE MF-$0.75 HC-$5.80 143P.

DESCRIPTORS- *JUNIOR COLLEGES, *PUBLIC RELATIONS, PUBLICIZE, *COMMUNITY RELATIONS, SCHOOL COMMUNITY RELATIONSHIP, *PRIVATE FINANCIAL SUPPORT,

THIS CONFERENCE WAS ORGANIZED AROUND A 2-PART THEME, CONSISTING OF (1) THE JUNIOR COLLEGE'S COMMUNITY AND PUBLIC RELATIONS AND (2) SUPPORT FOR INSTITUTIONAL DEVELOPMENT, WITH EMPHASIS ON PRIVATE SOURCES OF FUNDS. SPECIFIC TOPICS INCLUDED PUBLICITY, THE IMAGE OF THE COLLEGE IN PRINT, COMMUNITY RELATIONS, THE MACHINERY FOR DEVELOPMENT, GIFTS, AND DEFERRED GIVING. (WO)

ERIC

ED019050

The Care and Feeding of the Community Junior College

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 14 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

JC 680 124

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE CARE AND FEEDING OF THE COMMUNITY JUNIOR COLLEGE

A SYMPOSIUM ON PUBLIC RELATIONS AND PRIVATE SUPPORT FOR THE COMMUNITY JUNIOR COLLEGE

Seventh Annual Junior College Administrative
Teams Institute

at

The Voyager Beach Motel, Daytona Beach, Florida

August 13-15, 1967

Sponsors: Kellogg Southeastern Junior College Administrative Leadership Program
University of Florida
Florida State University
Daytona Beach Junior College

Copies available from:

Dr. Willis A. Lavire
College of Education
University of Florida
Gainesville, Florida

Institute Director:

Dr. Robert R. Wiegman
College of Education
University of Florida
Gainesville, Florida

TABLE OF CONTENTS

Program iii

Program Participants vi

Junior College Institute Staff viii

EXCELLENCE HAS MANY INGREDIENTS
John W. Oswald 1

PUBLIC RELATIONS -- BAUBLES, BANGLES AND BEADS
W. H. Kerns 14

PUBLICITY -- PLAIN AND SIMPLE
Patrick W. Hogan 28

YOUR IMAGE IN PRINT
William A. Simpson 53

COMMUNITY RELATIONS: THE BREAD AND BUTTER PROGRAM
Robert D. Troup 64

DEVELOPMENT -- SETTING UP THE MACHINERY AND MAKING IT WORK 74

Alan J. Robertson   Joseph W. Fordyce
Bernard P. Taylor   George W. Corrick
William S. Hayes

GIFTS -- ALL SIZES, SHAPES AND DESCRIPTIONS
David G. Robinson 110

DEFERRED GIVING -- WHERE THE BIG MONEY IS
Duncan Wimpress 122

PROGRAM

Sunday, August 13

7:00 P.M.	First General Session - Dinner Meeting	
	Presiding:	Dr. Robert R. Wiegman, Assistant Dean, College of Education, and Director, Kellogg Junior College Program, University of Florida
	Address:	"Excellence Has Many Ingredients" Dr. John W. Oswald, President University of Kentucky

Monday, August 14, A.M.

9:15 - 10:15 Choice of Program	Presiding:	Dr. Raymond E. Schultz, Professor of Higher Education, and Director, Kellogg Junior College Program Florida State University
	Address:	"Baubles, Bangles and Beads" W. H. Kerns, Director of Community Relations, Birmingham Baptist Hospitals, Birmingham, Alabama. Formerly, Director of Information Service, University of Florida
	Presiding:	Dr. Willis A. LaVire, Associate Professor of Education, and Associate Director, Kellogg Junior College Program University of Florida
	Address:	"Publicity -- Plain and Simple" Dr. Patrick W. Hogan, Director of University Relations, Florida State University
10:15 - 10:30	Coffee Break	
10:30 - 11:30 Choice of Program	Presiding:	Dr. Maurice L. Litton, Associate Professor of Higher Education and Associate Director, Kellogg Junior College Program, Florida State University
	Address:	"Your Image in Print" William A. Simpson, Director of Public Relations, University of Georgia

10:30 - 11:30 (cont'd)	Presiding:	Dr. Edwin L. Kurth, Associate Professor of Education, and Director of Junior College Technical Education, University of Florida
	Address:	"Community Relations: The Bread and Butter Program" - Robert D. Troup, Director of Community Relations, Daytona Beach Junior College

Monday, August 14, P.M.

1:30 - 3:00	Presiding:	Dr. James L. Wattenbarger, Assistant Superintendent, Division of Community Junior Colleges, State Department of Education, Florida
	Panel:	"Development -- Setting Up the Machinery and Making it Work"
		Alan J. Robertson, Dean of University Relations and Development, University of Florida - Chairman
		Dr. Joseph W. Fordyce, President, Santa Fe Junior College, Gainesville
		Bernard P. Taylor, Consultant, College Relations and Development. Formerly, Executive Director, Pennsylvania State University Foundation
		George W. Corrick, Director of Development Services, University of Florida
		Dr. William S. Hayes, Director, Alice Lloyd College, Pippa Passes, Kentucky
3:00 - 3:15	Coke and Coffee Break	
3:15 - 4:00	Individual Sessions with Panelists	

Tuesday, August 15

9:15 - 10:15	Presiding:	Dr. Raymond P. Perkins, Assistant Professor of Education, and Director, Junior College Adult Education, University of Florida
	Address:	"Gifts -- All Sizes, Shapes and Descriptions" Dr. David G. Robinson, President, Edison Junior College, Ft. Myers
10:15 - 10:30	Coffee Break	
10:30 - 11:30	Presiding:	Dr. Robert R. Wiegman, Assistant Dean, College of Education, and Director, Kellogg Junior College Program, University of Florida
	Address:	"Deferred Giving -- Where the Big Money Is" Dr. Duncan Wimpress, President Monmouth College, Monmouth, Illinois
	Adjournment	

PROGRAM PARTICIPANTS

Symposium Co-Chairmen:

Alan J. Robertson
Dean of University Relations and Development
University of Florida

George W. Corrick
Director of Development Services
University of Florida

Fordyce, Dr. Joseph W., President
Santa Fe Junior College
Gainesville, Florida

Hayes, Dr. William S., Director
Alice Lloyd College
Pippa Passes, Kentucky

Kerns, W. H., Director of Community Relations,
Birmingham Baptist Hospitals, Birmingham Alabama
Formerly, Director of Information Services,
University of Florida

Lynch, Robert R., Director of Information Services,
University of Florida

Oswald, Dr. John W., President
University of Kentucky

Hogan, Patrick W., Director of University Relations
Florida State University

Robinson, Dr. David G., President, Edison Junior College,
Ft. Myers, Florida

Simpson, William A., Director of Public Relations
University of Georgia

Taylor, Bernard P., Consultant, College Relations and Development,
    Formerly Executive Director,
    Pennsylvania State University Foundation

Troup, Robert D., Director of Community Relations,
    Daytona Beach Junior College

Wimpress, Dr. Duncan, President
    Monmouth College
    Monmouth, Illinois

JUNIOR COLLEGE INSTITUTE STAFF

Kurth, Dr. Edwin L., Associate Professor of Education
and Director of Junior College Technical Education,
University of Florida

LaVire, Dr. Willis A., Associate Professor of Education
and Associate Director, Kellogg Junior College Program,
University of Florida

Litton, Dr. Maurice L., Associate Professor of Higher Education
and Associate Director, Kellogg Junior College Program,
Florida State University

Perkins, Dr. Raymond P., Assistant Professor of Education and
Director, Kellogg Junior College Program,
Florida State University

Wattenbarger, Dr. James L., Assistant Superintendent,
Division of Community Junior Colleges, State Department of
Education, Florida

Wiegman, Dr. Robert R., Assistant Dean, College of Education and
Director, Kellogg Junior College Program,
University of Florida

EXCELLENCE HAS MANY INGREDIENTS

John W. Oswald, President
University of Kentucky
Lexington, Kentucky

Mr. Chairman, participants in the Seventh Annual Junior College Administrative Teams Institute.

I have long looked forward to this occasion, not only because it is being held in Daytona Beach but alsc, and truly, because you are concerning yourselves with topics which have had my enthusiastic interest for a long time.

In preparing this presentation, I have needed to keep in mind some extraneous but affective factors. On this Sunday evening some of you are tired from travel. No one is ready for an exhaustive and exhausting treatise on our educational theme. Nonetheless, the interests that bring us together are of such importance and concern that I turn immediately to my assignment of setting our sights in a conference addressing itself to Community Colleges, phrasing the theme, in your committee's words, to "The Care and Feeding of the Community College." My own emphasis is to be on excellence; here, too, the committee has suggested a title: "Excellence Has Many Ingredients."

So much for what we are to try to do in this time together. Let us now, as a keynote on the care and feeding of the community college, put our problem of nutrition into a time span.

Many of you are parents. You know the frantic anxiety of feeding the squalling, angry, red-faced baby who spits up his milk, his beets, his butterscotch pudding and whose mother thinks he will starve to death. Our feeding concerns with community colleges are not for many of us at this early stage of survival.

On the other hand, many of us know of the feeding care for older people. Maybe we observe older relatives who can't eat lettuce or fried clams. Indeed, some of us are at the stage where our wives, in telling us goodbye, no longer say "Be good," but rather "Be careful what you eat." In my analogy, I feel the community colleges are not at this advanced stage of life, concerned with indigestion and restricted diet.

Rather, I propose that in the care and feeding of community colleges we are dealing with an adolescent appetite, vigorous, voracious, thriving. Figures with which you are familiar indicate that community colleges in our country are even now enrolling one-fourth of all the freshmen and sophomores in public education. Within ten years the prediction of many is that 75 percent of those in their first two years of college will be in institutions such as you represent here. Though new institutions are being opened, the pattern of community colleges (or junior colleges or extended campuses) is well established and accepted. These institutions are in the adolescence of educational life. What are the ingredients of excellent nutrition for them? Excellence, of course, relates to faculty, to facilities, to student body, to educational philosophy--but let me approach these ingredients in a somewhat different and less traditional manner.

What does an adolescent need in order to thrive, to prosper, to achieve significantly and excellently? I have four suggestions--and because it is after dinner, I am tying these four to the letter R, thinking this rather tortuous device may help in your recall.

The first of these four R's deals with ramifications, the ramifications of feeding if you will; and here I simply mean that the adolescent in educational enterprise, the community college, has an enormous appetite which is of immediate concern as a factor of excellence. If you have fed teen-agers, you know that at one sitting they can consume loaves of bread, quarts of milk, entire layer cakes. The size and number of our community colleges is growing rampantly, and this is of primary concern as we assess our resources, financially and intellectually. Some people ask, "Will they eat us all 'out of house and home' "?

This surge in growth is, as you know, not simply a result of an increase in population. It is a reflection of an expansive attitude in America about higher education. More and more parents expect their children to go on to college, though at this time in our country only about nine percent of our adults hold college degrees. Let me give you an example of this attitude of expectation. A recent Gallup poll in the largest metropolitan area in my own state of Kentucky, Louisville and Jefferson County, indicated that 97 percent of the people in that area--a cross section of all our society--had not only the hope but the aspirations, and even the expectations of higher education opportunity for their children. Think of it--ninety-seven percent. Now, whether or not this parental expectation was practical in terms of ability of the children, it has underlined for that community the absolute necessity of planning in the area of higher education. The appetite for higher education has indeed become enormous. This circumstance has led to intensive planning by people with responsibility for long-range and broad-range plans for higher education in each of our states to provide appropriate educational opportunity to meet this rising expectation of our citizenry. In Jefferson County next fall a new community college will open, and in ten years or so an enrollment of 6,000 is predicted for this facility. This is an example of the phenomenal growth of our community colleges around the country, resulting from the expectation of our society and from careful planning. Educational planners in many instances have turned to the design of the community college.

However, let us look at that a moment. There has been a tendency on the part of some people to say, "Well, if all those people want a college experience let's let the community colleges take care of them. Let's let these local institutions take care of the quantity and somewhere else, perhaps in senior institutions and graduate institutions, we will take care of the quality, or if you will, the excellence." There has been a tendency for people to associate the higher levels of activity in education with excellence. Not nearly enough has been said or recognized about excellence in all levels of our activities in higher education. One of the most eloquent spokesmen in the area of excellence has been John Gardner, who has pleaded for not associating excellence just with higher levels of education but within all of our endeavors in education we need to be concerned with excellence from the kindergarten, through the high schools, through the vocational schools, community colleges, four year institutions, graduate schools, professional schools, and the like. If we indeed are thinking in terms of seventy-five percent of our freshmen and sophomores being in public community colleges in the next decade, as predictions indicate, we know that great numbers of so called quality students will be included. Nor can we be concerned with excellence just for the other twenty-five percent or for those that are beyond the freshman and sophomore level. In terms of excellence, then, all levels of higher education need support and I would like to address myself to this point for a moment, because I know it concerns you and because it is of great importance.

Sometimes in public education we talk about the methods for handling the quantitative factors which most of us must deal with and concurrently achieving excellence in programs. Many public institutions have felt that this margin of excellence must be met by sources other than public monies. It was my privilege recently to be the spokesman for public higher education before the Council for Financial Aid to Education meeting in June in New York. I would like to quote a little bit from my presentation made to some 250 corporation executives, many of whose companies give to the support of higher education. I do this because I think that in community college support we have sometimes overlooked this resource for excellence. Certainly my opening remarks which I would like to read to you relate every bit as much to the community colleges as they do to other elements of public higher education--particularly in that there is a feeling in too many quarters that with the advent of large amounts of federal aid that private and corporate gifts might be needed.

Picture a group in the Plaza Hotel in New York. Here is how I began:

> As a prelude to my remarks on federal aid and private support, I would like to direct your attention for a few moments to the New York Yankees. You will recall that the once-mighty Yankees ended last season as the occupants of the American League cellar. And the last time I glanced at the league standings, there was little indication that they're going to rise appreciably higher this year. Yet, you will recall that only a few seasons back there were frequent cries of "Break up the Yankees." Their domination of the game, so the argument went, was bad for professional baseball.
>
> As is now clearly obvious, there was no need of an outside movement to break up the Yankees. The club has fallen from the peak on which its foothold once seemed so secure. And the reason,

according to most students of baseball, is that the Yankees allowed their once marvelous farm system to deteriorate. The farm clubs that for so long turned out young super-stars with a regularity that was all too painful for Yankee opponents began to wither and decline. Suddenly, there were no adequate replacements for the aging Yankee heroes. The results may be seen in today's American League standings.

I am sure that the Yankee front-office (now under enlightened corporate management) has recognized its error and that steps are being taken to shore up the farm system. But before an adequate supply of top-flight young talent is restored, the Yankees are likely to suffer through a good many inglorious seasons.

Let me explain that I chose this baseball opener very deliberately. It seemed as dramatic a way as any by which I could call your attention to the fact that you have an extremely vital interest in the future of higher education. The analogy, I hope, is clear. American colleges and universities, both public and private, make up the farm systems of this nation's business and industry. They are the source of talent that is essential to the on-going success of every corporation represented here today.

I am not suggesting that higher education in America will collapse--either tomorrow or at some vague point in the future--unless you allocate a higher percentage of your profits to the cause. Nor am I suggesting that American business is about to tumble--as did the Yankees--from the pinnacle to the abyss unless you open your treasuries freely at every alarm from Academia.

What I am suggesting--and most emphatically--is that you and every corporation executive throughout this land have an enlightened self-interest in the economic well-being of the entire structure of American higher education. By "economic well-being," I do not mean the ability merely to maintain an existence. There are, unquestionably, some institutions for whom the paramount question is one of survival. But for the overwhelming majority, "economic well-being" must connote a greater sense of viability, the power to grow and develop, to realize more fully their true potential as moulders of society.

Perhaps I can make my meaning clearer by directing a question to you. What would an increase of, say, two percent in your annual sales volume mean to the profit of your corporations? Unless I miss my guess, it would put considerable zip into your annual report to stockholders.

I call your attention to an article, entitled "Putting the Cream on Higher Education," published in 1963 by The College and University Journal. In it, the authors, Dr. Albert L. Ayars and Bertis E. Capehart, point out that "the difference between modest success and greatness is always extra effort." Drs. Ayars and Capehart also wrote that, "A tax-supported institution could probably operate indefinitely on state funds alone." But, they continue--and this is the whole point of their presentation--"the facilities and activities that spell the difference between greatness and mediocrity have to be supported in other ways."

I submit to you, gentlemen, that this support, which spells the difference between success and mediocrity, must come from private sources--from alumni, from friends, from the business community. If these private sources do not supply "the cream" so desperately required by higher education, then they run the very real risk that American colleges and universities--the farm system of our entire society--will become mired in mediocrity.

I think this point of excellence, the securing of excellence, the support of excellence has unusual significance for community colleges. I say this not only because of the growth of these institutions, not only because of the quality of the students your enrollments include, but especially because there has perhaps not been enough emphasis on the variety of support which should be available to you.

At this point in my comments perhaps it may seem curious to some of you as to why a president of a land grant institution has been asked to make these remarks to you tonight to open a conference on community colleges. As your chairman has said, some others of you know that the University of Kentucky is one of the very few land grant institutions that is intimately associated in the programs and the direction of comprehensive community colleges--for since 1962 the community colleges of Kentucky have by statute been an integral but separate part of the mission of the University. As we have become increasingly involved in this added mission, I personally have become more deeply and deeply committed to the value of the community colleges, not only as an undergirding of the rest of higher education but to the comprehensive programs they provide each community. Historically, in Kentucky, we had several undergraduate centers off-campus which were primarily university oriented. These have been enlarged, enhanced, and redirected into becoming truly fully comprehensive community colleges. Four years ago we had four of these rather small undergraduate centers--soon we will have fourteen fully comprehensive community colleges. In our system, although each community college is related administratively to the complex state university, each has a local advisory board. In this way, the community college operates on the one hand with autonomy through local advisory boards to make it as related to the community and its needs as is possible, but on the other hand maintains, we feel, a beneficial relationship to the sponsoring state university. It is our opinion if properly managed this arrangement leads to enrichment, excellence, and pertinence. I am in no way arguing that this is the only way; in fact it is a somewhat unusual way, and I am fully aware that the more traditional administrative design for community colleges also take these factors of excellence and relevance into consideration. But at this point I did want to elaborate on why I am here, not as someone looking at community colleges from afar but rather one that is looking at them as a person responsible for them within the context and related to the senior college and its mission in the state.

All over our country the quantity and increase of these community institutions for higher education can broaden the base of understanding and support for all higher education. Certainly we are glad for the ramifications of this growth factor in community colleges, both as it answers the need for good education and increases understanding of education. The increasing number and size of community colleges are basic to the considerations of three more R's in the excellent nurture of these institutions--though I will deal with them much more quickly.

The next R is for Range, by which I mean the freedom we welcome in the development of these institutions. Here, too, we recognize that freedom is a constant rallying call of adolescents and it is particularly important to our community colleges. I feel there is absolute necessity for local advisory boards or independent boards of trustees for community colleges. It is through such boards that a community college can develop custom-built curricula adapted to the opportunities and needs of the area. To fulfill its mission with excellence, each community college should respond flexibly and uniquely to the educational concerns of its own community. In effect, each community college must in its own manner be in the forefront of higher education not only in its community but in its state.

In addition, the community colleges in their developing years have particular range in new approaches to teaching and learning. Again, citing my own institution, we find a fertile ground in our community college systems for new methods in closed circuit TV, in independent study sections, in auto-instruction. This summer the teaching staffs of our community colleges have met in a series of workshops to assess and initiate new and effective ways of teaching. This same freer approach is also evident in the development of design for our physical facilities in community colleges, including open laboratories, TV monitors, etc. Community college faculty are more receptive to such investigation than some of our tradition-minded university staff--and perhaps this range and freedom is particularly necessary in nurture during adolescence. Just as older persons can indeed learn from the courage and experimentation of adolescence, I find that our entire educational system can benefit from innovations first begun in our community colleges.

For a third ingredient for excellence, I have assigned the word "Relations." In the care and feeding of community colleges during their adolescent years, we need not only growth and freedom, but also attention to the nourishment received. Nutritionists express wonder and dismay at the adolescent diet of soft drinks, hamburgers, pizza pie. The community college, left completely and solely to its own devices, might have an unbalanced diet--might possibly lose touch with the larger picture of educational purpose, emphasizing perhaps too much practical and local vocational aims. No matter what the system of organizing or administering community colleges, it is essential that in effect they do have a dual relationship of responsibility. On the one hand, they need a mechanism and the autonomy to relate to the local community needs. On the other hand they need to maintain sufficient relations with the other parts of higher education in order to clearly relate to that part of their function which serves the next levels of higher education. However, the national performance record in this regard appears to be very good, and standards of teaching and scholastic achievement have been high. As with most systems, we find at Kentucky that students coming to us from the community colleges do better than average, in proportion to their numbers. Our community college staffs are related to but are not administered by the academic departments on the main campus. This we feel has resulted in mutually beneficial results. It seems to me that, essential to excellence, is the ingredient of relationship to the total educational enterprise. Most of us have in our states some broad planning board for higher education, responsible for coordinating the varied phases of public higher education. Sometimes adolescent members of the family wish to go off on their own, unencumbered by cooperation. However, in the long run, the efficient necessity of relations is evident to all sectors in educational endeavor. The ACE Problems and Policies Commission has said: "The strength and value of a college flow from what it is, not from the category to which it belongs. It is as shortsighted as it is false to promote one segment of higher education at the expense of another."

If for the purpose of analogy, we can get some agreement that these are "adolescent years" in the community college system growth, we can perhaps also agree that adolescence is an expensive time in life. I know with my own children it is the age when they want trips to Europe instead of to the ice cream store, want to borrow the car instead of skates, fly away to school instead of getting on the school bus. In your meetings here you will be discussing in detail this matter of expensive support, in terms of your newness, your growth, your variety, and, underlying all, your insistence, properly so, on excellence. In this you need to be recognized as a member of the family in higher education, full-fledged, important, significant. All of us have heard that community colleges are the least expensive part of higher education. The arguments point out that they are not expensive for the students, their curricula are not as expensive as the upper division programs, particularly in the professions; they often have smaller numbers than the universities, and they do not have the large expensive research facilities and the like. We must not be lulled by these arguments of comparative expense. In the community colleges we cannot allow the funds that are generated from public funds and from supplementary sources, as I mentioned earlier, to go just for growing numbers. Especially must the special gifts to community colleges provide special advantage to the community in terms of variety, and of excellence.

We now draw toward the close of our after-dinner 4-R's for excellence in nurturing community colleges. I have mentioned growth (calling it "ramifications"), range, and relations. I now end with the last "R" of my comments, and this stands for "respect."

If we are honest with ourselves we know that in many instances and in many areas we need to increase the respect in the educational world for our community colleges. This respect must not be merely respect for the numbers being accommodated and for the undergirding given for further higher education. It must also be respect for the variety of appropriate programs that are provided and the avenues of achievement available for students that are not going on for degrees, the entire program operating in a reputation of excellence and esteem. I firmly believe this can be done as we increase the understanding of what we are endeavoring to do and as we demonstrate that we are accomplishing our purposes.

There must be no doubt that community colleges are the best answer currently to the educational needs of American society. They are supplying in increasing quantity and quality the undergraduate experiences for young people. They are devising suitable educational programs for special areas. In expanding amounts they will be supplying the adult educational programs for our society.

For us in education the role of the community college is already evident and impressive. As it maintains and nurtures excellence in its developing years, it will achieve a permanent and larger niche in the halls of Academe.

Much of what will be said here in these days together comes finally to the decisions and directions made at your desks and to the individual commitment to excellence. We need to see ourselves in this perspective and sometimes this is difficult. Recently I heard of a community college president who said he estimated he devoted ninety percent of his administrative time to parking problems.

John Gardner has said: "Those who are most deeply devoted to a democratic society must be precisely the ones who insist upon excellence, who insist that free men are capable of the highest standards of performance, who insist that a free society can be a great society in the richest sense of that phrase. The idea for which this nation stands will not survive if the highest goal free men can set themselves is an amiable mediocrity. We are just beginning to understand that free men must set their own difficult goals and be their own hard taskmasters."

I salute you in your endeavor. We join one another in the task. May the menu for community colleges in the next few years prove nutritious, delicious, healthful, wholesome, invigorating.

PUBLIC RELATIONS--BAUBLES, BANGLES & BEADS

W. H. Kerns, Director
Community Relations
Birmingham Baptist Hospitals

The program committee for this institute was obviously enjoying its work when it conceived the title for this session. For, baubles, bangles and beads is, unfortunately, the concept which many persons have of public relations. The title provokes mental images of frilly or unnecessary ornamentation. In defense of the program committee, I submit that the same title can provoke mental pictures of a Rosary, a Star of David or Cross on a chain around a young lady's neck or the identification bracelet worn by a diabetic as a warning to physicians or nurses who may be called upon to treat the patient in an emergency.

The image each of us conceives in response to the suggestion of the title is, to some degree, related to preconditioning. For example, I wondered for some time about the NBC peacock as a symbol for the network's programming. An NBC executive later told me the peacock was selected because of its color and its beauty. I, unfortunately, was one of the small minority in the NBC audience who had ever heard the ear-splitting shriek of a peacock at daybreak. The symbol obviously provokes quite different thoughts with those of us who have had this experience. Psychologists say it is essentially human to symbolize. Did you ever wonder about Texaco and the Red Star?

It is unfortunate that the term public relations - a term which can apply to that action which first occurred when Eve joined Adam--has been identified with the giveaway programs of banks, the straw hats and blazers of side show barkers and even unscrupulous salesmen or real estate promoters.

In too many cases, even today, the real success of a public relations program is measured by the number of people who come through the turnstiles, the monthly profit and loss statement or the number of inches of newspaper publicity. Granted, public relations may have affected any one of these measurements but to what degree it would be difficult to say without employing some sophisticated and expensive techniques.

> Abraham Lincoln said, "Public sentiment is everything. With public sentiment, nothing can fail; without it, nothing can succeed. Consequently, he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions. He makes statutes and decisions possible or impossible to be executed."

The program committee for this institute asked me to discuss with you, specifically, special projects and programs. To do so, however, it is necessary that we consider together a concept of public relations which I think is basically sound and upon which I hope we can agree. There are as many different definitions for public relations as there are people. One to which I subscribe and which I offer for your consideration is:

Public Relations is the continuing process by which management or administration endeavors to obtain the good will, understanding and support of its students, faculty and public-at-large; inwardly through self-analysis and correction, outwardly through all means of expression.

Someone summarized it as "doing and telling, 90 per cent and 10 per cent, respectively."

Regardless of the definition, a successful public relations program involves four essential ingredients: (1) self-analysis and correction, (2) identification with the public interest (3) involvement and (4) communications.

Even a cursory look at the public relations activities of most institutions of higher learning will indicate that these programs are based on one formula, $S \rightarrow M \rightarrow nC \rightarrow R$. This formula initially promulgated by mass communication experts is invalid. It means, Source, Message, Channel and Recipient. Subtract a little bit of the message reaching the respondent for that small "n" it means noise. This formula works fine for a telephone conversation -- a one-way conversation. If it worked in other situations we would all be in trouble for we are exposed to over 1500 commercial messages each and every day and if we responded to each of them, as this formula would lead you to believe we would, we would have no time to do anything except rush out for a jar of New Blue Secret, pick up a bottle of Listerine or join in the fun with the Dodge Boys, the good guys in the white hats.

Before we go any further, let's clarify another public relations term which is so often misused. "Image." An image is a reflection of what we are. The creation of an image requires the skillful use of any number of things but the image is as good and as long lasting as the original from which it comes;in given colleges the quality of our curriculae or in hospitals, the quality of our patient care. The Hoover Ball and Bearing Company said it beautifully in an advertisement in Fortune. Their product is their corporate image. So is yours. So is mine.

Equally essential to the design of a public relations program are two groups of concepts which a researcher at the University of Denver categorized as Delusion and Confusion. Among the more popular delusions are:

(1) People are rational.
(2) People will react emotionally.
(3) Through mass media we can convert people whose ideas are different from our own.
(4) Being nice to everyone will make them support us; let's be nice to everyone.

The elements of confusion are:

(1) Quantity is better than quality.
(2) Self-interest and selfish interest are the same.
(3) The mass media audience is the same as our audience .

Simple exposure to a message cannot always be expected to produce the desired effect. For what the communicator puts into a message is not necessarily what the receiver gets from it and most people don't know what to do with the facts unless they are interpreted for them.

Basically, we have four objectives in our public relations program:

(1) Activation. We want to precipitate the actions of people predisposed to the aims of the institution. We want active participation rather than passive acceptance of what we're doing.

(2) Reinforcement. We want to reinforce the beliefs of those people who are "on the fence" so far as our institution is concerned. We want to build our identification with groups who are already aligned with the institution.

(3) Neutralization. We want to neutralize those persons not favorably disposed toward the institution. Our communications are designed to give these persons feelings of hopelessness and futility if they are in opposition to the institution, its goals and objectives.

(4) Conversion. One of the purposes of our program is the conversion of those who are opposed to the institution's public positions, goals and objectives.

Now, with what types of people are we dealing? What types of people must we keep in mind in determining what our objectives and our program will be? A social scientist has categorized them as:

(1) Innovators. These are the people who are the first people to do everything. This certainly does not include institutions of higher learning because it has been calculated that it takes 24 years for an innovation to take place in education. Junior colleges can change this. It has been said that if the Edsel had been a university department it would still be in production. Basically, this group involves only 2.5% of the population. These are the people who come up with new ideas, concepts, programs and projects, sometimes without thought to the problems or costs involved. They are easy to convert to any idea. Therefore, as a group, they are very useful to us and we must bear them in mind as we contemplate changes and new programs.

(2) Early Adoptors. This group constitutes about 13% of the population. Their orientation is usually local and they are usually the opinion leaders within a given community. These opinion leaders can usually be identified only by observation; rarely are they identified by organizations to which they belong or offices which they hold. In one hospital, with which I am familiar, the director of nursing is not the opinion leader among the nursing staff; the real opinion leader happens to be a nurse who is head of the central services department, a department which permeates the hospital by supplying equipment and supplies to all units of the institution.

(3) Early Majority. The early majority consists of 34% of the population. As a group they are geared to social participation. They rarely do things precipitously and because of this characteristic they usually prove the innovators. That is, rarely is an innovation completely accepted until it has been adopted by this early majority group. Incidentally, 9 out of 10 commercial products die within the first 4 years after their introduction on the market. Their demise can be attributed to the failure of this early majority group to endorse and buy the new product.

Shortly before the first Edsels were produced by the Ford Motor Company, the Public Relations News, an authoritative weekly for executives, reported that Dy-dee Wash, a Detroit Diaper service, enrolled a dozen top Ford executives in its "Expectant Fathers Club" after the appearance of Ford's teaser ads showing the new Edsel automobile wrapped in diapers. Dy-dee Wash told the executives that 'We have seen thousands of fathers safely through the paternity period and have never lost one yet." Public Relations News reported excellent publicity results. But, as we know, the product died. The "excellent publicity" could not save a poor product.

(4) Skeptics. The skeptics constitute the "I'm from Missouri" group. They have to be shown. As a group they are large, constituting approximately 34.5% of the population. Skeptics have to be shown; innovations have to be proved to their satisfaction before they adopt an idea or program or identify with any group or project.

(5) Laggards. The final group with whom we must deal is termed laggards. This group constitutes approximately 16% of the population and it is usually the last group to adopt any innovation, idea, procedure or product. Its membership is usually derived of poverty groups and the nature of the group would indicate that it has very little influence within the population area.

With this preface, a brief look at public relations in general, let's concentrate on baubles, bangles and beads, which usually produce the second look or the double-take. If the studies done by experts are valid, some of you agree with what I have said, some of you are still thinking about it, some of you won't agree or disagree for awhile and some of you never will. It is said, "A man convinced against his will is of the same opinion still." But there is another old saying which is equally appropriate to this situation: "Halitosis is better than no breath at all."

During the course of this Institute you will hear from some very knowledgeable people about such things as fund raising, and publications. And I will be very surprised if any of them tell you that you can raise money before you have secured understanding or that you can sell an idea,project or program with an expensive and beautifully designed and printed publication if the idea, project or program lacks merit.

Information is an integral part of an institution's public relations program; I ask you to remember, though, it is only a part. It is the most commonly used technique by most institutions, too often the only one used. A news release is a handout to the editor. It may be printed or it may not. Even if it's printed, remember your audience is not necessarily the same as the newspaper's readership. We have the added handicap now of knowing that we cannot convert people to our ideas, concepts and programs through the mass media if they are opposed to us.

A simple announcement of a new program, normally made through a news release and then forgotten, can be made meaningful by taking a few additional steps. The announcement might better be made by you before a group of people with whom you want the institution to be identified after first making sure the press will be in attendance. If you can't find the proper forum, create one -- a press conference, if the announcement is truly significant; set up a symposium which will bring together the right audience for your announcement. Or, don't announce it at all; "leak" it to the press through someone else. There are innumerable ways to make a simple announcement more effective and more meaningful rather than the issuance of a standard news release. Select the means to suit the message and the audience and move boldly.

Repetition is the key to the success of the mass communication. Don't make an announcement and let it die. A skilled public relations advisor will find ways to keep it before the right audience until you have made the desired impression and secured results.

A few words of caution in this respect: If you are making an announcement to an audience outside your institution, inform the personnel of your institution first, if possible. They are already identified and involved with the institution; keep them informed. It makes them feel closer to the institution if they know something before it becomes public knowledge. Such simple steps as putting copies of news releases on employee bulletin boards before the releases are mailed to mass media are effective. In the Birmingham Baptist Hospitals, we multilith a sufficient number of copies of significant announcement releases or policy statements to mail in advance to our Board of Trustees, medical staff officers, Directors of the Foundation and key administrative personnel.

The use of special projects and programs as a means of securing identification of your institution with a given segment of the population should be carefully calculated. The bane of the public relations man's existence is the planning of a public event in which the public has little or no interest. This invariably produces a charge, after the event, that inadequate promotion resulted in poor attendance. Special interest groups tend to believe their special interest is of major public interest. Rarely is this the case. Concept of the product, the program, or the project is paramount.

With a scientific program on nuclear energy you may find interest in the scientific community, particularly the nuclear sciences. Few housewives will go. This appears to be obvious but a major southern university conducted such a program and expressed disappointment at the small turnout by laymen to hear a nuclear scientist speak in technical terms.

Hospitals have tried to extend their influence in their respective communities by means other than patient care and medical education. In attempting to interest prospective donors they have formed various clubs and organizations of laymen, instituted public forums on health topics and conducted special events within the hospital environment for special interest groups.

This was probably carried to the extreme by one west coast hospital which formed a "Widow's Club" because the hospital's public relations and development personnel felt that all widows were ripe for substantial gifts and bequests. At last report, even the people of the area had found this a bit too bold for their tastes. Identification, involvement and communications efforts were evident but self-analysis and correction were missing.

Thirty miles away, another hospital instituted a series of health education forums in the name of their incorporated foundation. Once a month the foundation gathers together a series of experts to speak and answer questions on subjects of interest to the people of the area.

They have standing room only crowds for each forum.

When this hospital scheduled a forum on arthritis, every arthritic patient for miles around was on hand. Worried parents flocked to a forum on adolescence and its attendant problems.

Tickets are required for admission to the forums, but they are provided without charge. To secure a ticket, however, the foundation requires some contact by telephone, mail, or in person from those interested in attending. The tickets are then mailed in a foundation envelope, along with some information about the foundation and the forum series.

In providing this public service, the hospital's foundation identified with and involved hundreds of people with the hospital's services to the community. Naturally all forums are conducted in the hospital's auditorium.

Since 1965, the Birmingham Baptist Hospitals, by whom I am employed, have opened two new large general hospitals. They are separated by eight miles, as the crow flies. They serve two completely different areas of the city. We invested an entire week in special open house activities before we admitted the first patient to one of these hospitals. We leaned heavily on community assistance for the second one. Breakfasts, luncheons and dinners, followed by guided tours of the facility, were scheduled for each of six days before the Sunday public open house. We carefully selected special groups for each of these special functions. We also had a special showing of each facility for those families in the neighborhoods surrounding each hospital. They were all invited by special invitation.

Yet, the same groups were not asked to both hospitals. The first hospital, opened in February of 1966, is located in a heavily industrialized area of the city. The population of the area is composed of steelworkers. Consequently, we selected groups in that area who represented the interests of the people of the area. By contrast, when we opened the Baptist Medical Center 10 months later, we were opening a hospital which serves the area with the seventh highest per capita income in the United States. One of the major groups invited to a special open house function in that hospital was the Birmingham Art Association. And that hospital, incidentally, has an art gallery on the first floor adjacent to the lobby.

The manner in which such events are conducted was reported in an article I wrote for The Modern Hospital. A summary reprint of the article is available so I won't bore you with the details. But, as most hospital administrators will tell you, a hospital census of eighty per cent is good. Both of our hospitals have exceeded ninety per cent since they were opened and on a number of occasions we have been forced to cancel or postpone admissions due to lack of beds. The only other hospital geographically close to the Baptist Medical Center has averaged a census of slightly more than sixty per cent during the same period.

I wish I could claim credit for this phenomenon. But it's due to the fact that our facilities are good, our nursing care is superb and our personnel are courteous. Those people who have identified with our hospitals have not been disappointed. They have become involved with us to such an extent that last year the hospitals received 600 per cent more voluntary support than they had ever received before.

I have used hospitals as examples because I am intimately acquainted with hospitals and I have been away from the every day activities of higher education for more than two years. But, unless junior colleges and universities have changed dramatically, their potential for significant programs and projects is far greater than for hospitals. Their resources are greater. Good talent is more readily available. They are largely community oriented so identification becomes easier. They are in a position to seek out, evaluate and act upon "feed back" in the community.

Support will follow.

Because I am asked so often for assistance in locating institutional public relations directors, I would like to conclude this session with a few remarks on this subject. One of the best hospital public relations directors I know was once an executive for a chain of funeral homes in another state. He never wrote for publication anywhere and he never worked for a newspaper or television station.

Unless your public relations program is to be concentrated on news and information don't limit your recruiting to someone with this limited background. Public relations today is a necessary tool of management and a competent public relations practitioner should know how to read a financial statement, how to speak to large audiences (my presentation here this morning notwithstanding), how to manage people and how to maintain confidences. If you can't trust him, share your concern and problems with him, he can't help you no matter how great his ability.

There should be no skeletons in our closets but if there are, the public relations man should be the first one to know about them. He should discover them, in many instances, before you do and help you clean them out.

A friend of mine has framed over his desk a slogan, "The harder we work the luckier we get." I wish you good luck.

PUBLICITY -- PLAIN AND SIMPLE

Patrick W. Hogan
Director of Community Relations
Florida State University

It doesn't happen very often that a person in higher education in Florida is caught quoting Leon Trotsky with approval, but I'm going to risk it right off the bat this morning. Trotsky said nobody who longs for a quiet life should be born into the 20th century.

Clearly enough, all of you community college presidents and development and public relations officers come equipped with good, steady nerves. And good stomachs.

When he was on the firing line in a public relations capacity, Dayton Roberts had a good stomach. I don't know if there's a message here, but since he's been keeping company with academic deans, things have gone to pot. An ulcer -- plain and simple. Dr. Roberts is making a rapid recovery, I'm glad to report, and sends his greetings.

For two primary reasons I am pleased to participate in this symposium . . . though not at the expense of Dr. Roberts. My institution is one of its hosts, and I have a strong partiality for community colleges, for I am a product of one. Planners Alan Robertson and George Corrick have put together here on the sunny side of America what looks to be a highly beneficial program on public relations and private support. If they can survive dipping into the dugout for a pinch hitter!

When Dean Robertson called me last week to fill in for Dr. Roberts, it brought to mind the nine techniques that prove "fatally effective" in persuading people to speak at dinners and meetings such as this one. You'll recognize them.

There's the (1) "next fall" technique (almost anyone will agree, if you ask them far enough in advance). (2) The "importance" technique, implying that both invited speaker and occasion are important. (3) The "all-expense-paid-plus-a-hundred-dollars" lure. (4) The "keynote" technique ("Yours will be the keynote address of the session.") That one nailed President Oswald last night. (5) The long-distance call (forcing a quick decision). (6) The "intimate friend" technique. (7) The "no one else can do it" technique. (8) The "whole-committee-voted-for-you" technique. (9) The "Chicago technique" (you find a printed announcement that you're scheduled to speak, without actually have been invited at all!) Students are most adept at this technique.

And I haven't mentioned the Daytona Beach technique!

A quick analysis shows Alan Robertson used techniques 2, 3, 5, 6, and 7 in asking me to substitute for Dr. Roberts. No. 3 alone would have done it. That's the "all-expense-paid-plus" number.

We accepted Alan's invitation knowing there are no easy avenues in publicity that are shortcuts to success. And knowing that no single formula will fit every college, for each is distinctly different. But perhaps our discusssion this morning of a few fundamental principles will stimulate critical, constructive thinking. Maybe to think about how, as Will Rogers said, we may go "out on a limb where the juiciest fruit is."

In a recent essay on the arts and uses of public relations, Time Magazine acknowledged that hardly anything is done without public relations and publicity men these days, whether one is starting a barbershop, publishing a book, launching a girl in society, arranging a wedding or organizing a funeral.

There is still much uncertainty about the nature of public relations, Time says, although in one sense P.R. is "an old and simple human and political instinct." Though Columbia University Professor Emeritus and frequent FSU campus visitor Mark Van Doren has said that "public relations is the curse of our times," Time conceded that public relations is a legitimate and essential trade, "necessitated by the complexity of modern life and the workings of an open society."

Having thus established the point of uncertainty about the nature of public relations, and the comforting point that P.R. and publicity is legitimate and essential, I should now boldly proceed to my assigned topic without fear of contradiction. I say should, because everyone in this room has his or her own definition and ideas about public relations and publicity. So do your friends and neighbors. My wife does . . . "P.R. begins at home," she is fond of saying. I am aware that many of you are actively practicing the "trade," skillfully and successfully.

It is this realization that puts me in the same pasture with the two Georgia cows -- Agnes and Gertrude -- grazing alongside a major expressway. A hugh milk truck roared by, with these words emblazoned on its side: "Pasteurized, Homogenized, and Vitamin D Added." This prompted Agnes to turn to Gertrude and remark: "Makes you feel sort of inadequate, doesn't it?"

Those of us in the Division of University Relations at Florida State get that inadequate feeling, too, when we meditate upon the tremendous competition for having our message heard among the complex situations and cryptic messages of modern life. We sometimes feel as if we're speaking to the wind.

For never before have people been subject to such a never-ending stream of communication -- a steady barrage of words and images from all kinds of media . . . in and out of space. (We'll ask Florida State's recent astronaut-designate, engineering science professor Tony Llewellyn, to write a piece for our Alumni Magazine during his first trip to the moon. I doubt that even that will grab some of our alums!)

Never before have communications skills been so highly developed. Much of the material we read and see and hear every day is the work of skilled public relations people, of publicists, effectively telling you the story of their college or organization, or product.

We're all aware of the terrific competition for public attention. And unless the work done by your college is placed before your publics in an effective manner, you cannot expect it to receive the full support it deserves -- spiritually or financially. No college or university can disregard the importance of a positive public relations program, both for the maintenance of its own prestige, and for advancing the vital contributions it makes in the world of higher education.

Now for those of you who are wondering at this juncture if you've wandered into the session on public relations, let me say that this is the session on publicity. But I want to make certain we don't place the publicity cart before the public relations horse.

These words public relations and publicity all too often are talked about as meaning the same thing. Let's make a basic distinction right from the beginning.

In his stimulating book, Designs for Fund-Raising, Harold J. Seymour says it needs to be repeated that public relations is a state of affairs -- not a function in and of itself, and not to be confused with publicity.

The state of affairs which these programs seek to affect is the sum total of an endless chain of what Seymour calls tremendous trifles: the way telephone calls are handled, the timing and tone of replying to mail, the attitude toward complaints, the reception of visitors, methods of expressing regret and appreciation, and "all the other measurements human society has always had for the best people."

Public relations then is in no wise synonymous with the useful arts of advertising or publicity, though these are among the vehicles it may employ from time to time.

Says Seymour: "Public relations activities, or programs, operate by the ancient law that actions speak louder than words. They are based on planned action, usually -- and preferably action designed not merely to create publicity as such, but to affect attitudes, stimulate involvement, anticipate controversy, or promote programs of one kind or another. In essence, the deed comes first and the word comes second."

Emerson Reck believes public relations work must entail constant study of the many contacts made with a view toward perfecting the impressions resulting from those contacts. "It need be no secret that the objective of all public relations effort (as it is for all publicity) is improved understanding, increased appreciation, and the enlargement of that circle of friends who will speak and act for your institution. . ." says Mr. Reck.

We see that publicity, then, as is advertising, is only a part of a public relations program. We do not intend to minimize the importance of publicity as an essential aspect of a good, sound P.R. program. Publicity may play a prominent role in making the contributions of any institution known to the world. But public reaction will ultimately depend upon the quality of the public relations behind the publicity. Thus publicity, to be constructive, must be based on sound public relations and publicity so based will give added strength to public relations already strong.

I also like Emerson Reck's definition of publicity -- "anything which serves to gain public attention for an individual or an institution. The means for attracting such attention are many, but for most colleges the principal media are newspapers, magazines, our own printed material, radio and television. Regardless of the media used, publicity must always be considered in relation to public relations."

Mr. Reck points out that a lack of balance in their news publicity has stamped some colleges and universities indelibly as football institutions, although their teachers and academic programs are strong enough to make these colleges and universities equally well known as institutions of higher learning. Other institutions may suffer from the threads of snobishness or sophistication allowed to run through their publicity, Mr. Reck says.

Carelessness in word choice in stories as in all types of printed publicity, can convey ambiguous or inaccurate meanings which may result in unfavorable rather than favorable reactions on the part of readers.

Even worse than carelessness in choice of words could be a failure to make certain that stories are accurate in every detail before they are released to the media. Checking and rechecking of statements made, in scientific stories particularly, to avoid the possibility of misinterpretation among lay readers and loss of face among authorities in the field are of special importance. That's why it's good policy to write your stories days in advance if you can, to assure ample time for rechecking.

Regardless of how outstanding the services of your college, it is essential that your campus community be kept well informed through a planned P.R. and well-conducted information program. You cannot assume that the various publics will accept and support your organization unless they fully understand and appreciate the work that is being done. This must not be left to chance.

"But what can I do about P.R. and publicity?" you say. "I already have more problems and work than I can handle!" We all do. We are beset with the ongoing problems of each day and week. Therefore, we neglect planning, or the view from above. Instead, we gallop off in all directions, neglecting coordination, giving directly opposite answers on the same day, failing even in the first step of identifying the problem before us. Advance planning and coordination can be the answer, if you have the basic organizational strength and support.

As a college president or development or public relations officer, you have responsibilities which you cannot delegate.

Seymour says, "Whoever is in charge, or may hold the impressive titles, the rule for institutions is the same as it is for families; the head of the house is responsible. He does indeed need the best staff help he can get, and is headed for trouble if he tries to get along without it. But it is up to him, and not to any delegated person, to see that the institutional conduct reflects the golden rule, that all designed deeds stay in character, and that the aims really mirror images that are genuine."

Ideally, members of your staff should be involved in your planned public relations program at all times, and not merely when there is a special event planned or when there may be a campus crisis. Involvement, most of the old pros like to say, is more important than information, for information can be ignored. So a key step that should be taken at the earliest possible time in your planned P.R. program would be to seek personal identification by your staff members in your program.

In order to get the full support your college deserves, it is essential that people within your area of service know the value of your programs and activities to the college community, and that they come to identify themselves with your aims to the point that making contributions becomes a natural and logical step.

No major attempt should be made to communicate with the "external" publics until the "internal" members of your family are well informed and enthusiastic supporters. Perhaps the most effective method of building internal understanding, acceptance, and support is through personal participation. Involvement is the word. Involve your staff in conferences, discussions, and activities that stimulate a two-way exchange of information. As progress is made, ultimately these long-term objectives will become a matter of personal pride and represent the type of program one can believe in and actively support.

Our friend, Max Courson, Director of Public Relations at South Georgia College and a graduate student at Florida State this summer, made an excellent point in a paper just completed. Quoting Bill Priest, Max emphasized that "a basic element in creating and maintaining team spirit among college employees, and one too frequently overlooked by administrators, is the matter of prompt dissemination of pertinent institutional information. Perhaps no other single factor contributes more to internal unity than does the practice of keeping employees, as well as students, informed," he said.

If you're not already doing so, you might consider in-service type programs designed to keep every member of your staff adequately informed; to fully utilize their resources, and to improve the competency of individual staff members.

It's basic, of course, that each of your staff members should know all there is to know about your college. They should know its basic administration. They also should know who is responsible for making the overall college policy. Among whom is the execution of policy delegated? These are basic questions every employee should know. A simplified discussion or lecture will show the role of the Board, the President, and the top-level administrators.

Don't apologize for this review. You cannot take it for granted that college personnel understand basic administration.

Comparable programs should be designed to fit the needs of other key groups closely related to your organization. As you gain understanding and support within, external activities may be safely stepped up.

The first thing to do in any organized public relations and publicity effort is to make a plan. This will involve important definitions, careful investigation, due analysis of the findings, and a number of key decisions. Seymour suggests definition needs to be found for such questions as these: "Just what is the problem? What do you intend to do about it? What is the audience, and is it a ready-made constituency, or do you have to create your following? What policies are involved? What is the scope of the operation in terms of how much there is to do and how far the project must reach? What are the time factors on start, duration and closing? Where do you turn for authority and approvals and for help and advice? About how much is the venture apt to cost and where is the expense money coming from? Investigation is next in order and then analysis of the findings, in light of the definitions established at the outset. These should lead to a consensus on what has to be done and when and where the job should be launched, and about how much time it ought to take."

As you plan your publicity program and later carry the program forward, there are several basic principles to remember. Emerson Reck mentions these excellent principles, among others:

"1. Good publicity will not make up for poor public relations. No matter what a college or university says, its publics will ultimately form their judgment on it on the basis of the things it does or the things it fails to do.

"2. Good publicity -- that is wide publicity -- may in reality lead to poor public relations.

"3. If a college or university is to enjoy good public relations, what it does must be in line with what it says. The public relations of many institutions break down because they fail to measure up to the bright pictures painted by publicity issues."

How would you put a publicity plan or principles into action? Patrick Nicholson of the University of Houston suggests these steps:

"1. Identify the principal three or four problems facing your college as you plan in advance for a new academic year.

"2. Rank the problems in order of importance.

"3. Decide your college's position on each of these problems, and how best to disseminate information regarding that position.

"4. In the most efficient manner possible, emphasizing careful coordination of effort in every step, get the message through to the specific publics which you have selected. Do this repeatedly but skillfully, much in the manner of a talented composer repeating a central theme with variations."

Like every other factor in the management of a successful enterprise, publicity must be actively thought about, planned on a continuing basis, and properly executed. It should not be an activity which occasionally happens accidentally.

Good publicity doesn't just happen -- it is created. Intelligently directed and handled, publicity performs a worthy service to both the news media and public as well as to your college.

Properly handled, your publicity material can prove a potent factor in your efforts to build the reputation of your college. Publicity can seldom sell your college directly. What it can do is create, develop and maintain a favorable environment by acquainting people with the services available at the college and telling them interesting facts about it.

As Seymour points out, "Publicity does set the stage, state the message, and lets everybody know from time to time that you're still in business. But publicity, out of the necessities of competition and cost as well as the time factor, if nothing else, is constantly becoming more selective."

Have you ever thought about your publics? A moment of meditation might produce this listing: students, and prospective students; parents; faculty, staff members; alumni; local citizens; faculty and staff of sister colleges; educators and secondary school officials; employers of college graduates; professional men from business, labor, industry; ministers and church people; newspaper editors; radio, magazine, television officials; visitors to the campus; telephone callers; local, state and national governmental representatives. This is certainly not an all-inclusive list.

How are you reaching them? In communication and publicity, continuity, Seymour says, is the big thing, rather than the "snow job" that tries to overwhelm everybody by sheer variety and volume. Information alone, as the National Safety Council has found, yields little or no action and publicity alone won't make your programs a success.

My friend Jim Denison, Assistant to the President at Michigan State University, said not long ago that the lazy way to meet unidentified need for information is to tell all you know, to throw out vast quantities of information, hoping that some of it will reach receptive eyes and ears. He indicates that an information-communications program based on selectivity is more difficult to administer and more costly to operate. He is convinced that it is more effective. I agree. The rifle, Denison continues to believe, is a weapon superior to a scatter gun. He points out that all of us have about the same devices for communication within our colleges and universities. "Indeed, we have no one to blame but ourselves if we do not have all of the devices for no one has a copyright or patent on any one of them and cheerful larceny is not condemned, it is actually encouraged in educational public relations circles. Hence our problem as campus communicators comes down to the selection of the proper devices to accomplish specific objectives and the development of the techniques of using them effectively."

Let's look at some of the commonly used communication devices: the campus newspaper, student assemblies and convocations, the faculty-staff newsletter, official bulletins, faculty assemblies and convocations, face-to-face conversations and briefings, specialized handbooks and brochures, radio and television, the whole complicated, ponderous machinery of academic communication, and don't forget the campus grapevine. These are not all of the communication instruments available to you but enough to suggest that you are well supplied. The trouble, Denison suggests, is that we fail to use them enough and to use them with full effectiveness.

Denison suggests further that we need to employ a high degree of selectivity in campus communications. What serves to reach one of our major audiences, he says, will not necessarily serve to reach either or both of the others. It may be in some instances, but not in all instances. Here is where attitudes and professional competency must be brought to bear.

The college public relations or information director should know which instrument to select and how to use it skillfully, like the surgeon.

Communication with your publics is largely based on the written word. You might have success in establishing a speaker's bureau or in setting up a series of informative meetings or conferences. But the most effective use of your time and effort most likely will revolve around various forms of printed material.

Skillfully used, the written and spoken word can be mightier than the sword in winning approval for one's thoughts and actions and in influencing the behavior of others.

Remember these words from Shakespeare, Romeo and Juliet, Act II, Scene II? "What's in a name? That which we call a rose by any other name would smell as sweet."

I'm told that in one day 26 customers examined and 11 bought "soft-textured genuine Irish linen handkerchiefs; special 3 for 50¢." Simultaneously only six customers examined and only two bought "nose rags, 3 for 25¢." Displayed on adjacent counters, the two piles of merchandise were from the same consignment. Commented a salesman in the Chicago department store which conducted the experiment: "People don't examine the quality of what they buy."

And I might add, writers frequently don't examine the quality of what they write.

Walter Winchell reported once that a perfume called 'Lady' for some reason couldn't catch on; then suddenly it became a best seller. Its makers had changed its name to 'Hussy.'

The name William C. Goebel would fit lights and headlines, but the name Clark Gable was more attractive. Likewise, Ben Kulbelsky is not as good as Jack Benny, and John F. Sullivan was inferior to Fred Allen. Claude M. Duckenfield became W. C. Field. The list of popular stars of screen and radio who have adopted professional names -- names that ring the bell -- is lengthy.

In our publicity, we want to be wary of circumlocution -- roundaboutness in speech. One of the surest ways to fail as a molder of public opinion is to use language considered improper by the audience which one is attempting to influence.

Watch out for the glittering generalities. As already intimated, publicity is only one technique in the modern public relations counsel's bag of tricks, and when it is obtained for the greatest effectiveness, it is the indirect rather than the direct outcome of the mastermind's advice and planning.

The writer who thinks he needs big words to express a simple thought or idea is wasteful. He wastes his own time and the time of his reader who must understand what he's written. The habitual user of big words and fancy language, unfortunately, usually is more interested in impressing people than expressing thoughts.

I'm grateful to Mrs. Kirk Bell Cocke, Assistant Professor of Advertising and Public Relations at Florida State, for what I think is a classic example of our point on simplicity and clarity. Mrs. Cocke says a nine or ten-year-old boy might write this letter:

> Dear Santa:
>
> Please bring me for Christmas:
>
> Scout knife like the one in the stamp catalog
> Vinyl cover for my bike to keep it dry when it rains
> Gas engine for a model airplane
> Winchester cap rifle with play bullets
> Space suit with helmet
> Football
>
> When you come on Christmas Eve I will have coffee and cookies waiting for you .
>
> Your friend,
>
> Bobby Bowen

The same letter written 20 years later, says Mrs. Cocke, would probably read like this:

> Dear Mr. Claus:
>
> It has recently been called to my attention that you are currently formulating your plans for your annual visitation to those sectors of our planet heretofore serviced by your organization.
>
> Please be advised that I would appreciate your presence at the aforementioned address at your earliest convenience, at which time I would like to requisition the following merchandise from your extensive stocks:

ITEM	NUMBER	QUANTITY
Official Scout Knife	0068B	1
All-weather portable bike garage, puncture resistant vinyl	1234Z	1
Gas engine, model aircraft	0072A	1
Winchester cap rifle with deactivated ammunition	36A	1
Aeronautical suit, with accessories	42380	1
Football, regulation	76853	1

In the event that one or more of these items are out of stock at this time, kindly substitute items of like quality and value per our previous conversations.

Suitable refreshments will be provided for the duration of your visit.

Thanking you in advance for your consideration in this matter, I remain

Yours respectfully,

Robert Bennett Bowen, III

That is light but ample testimony of how we can complicate the written word. We need to be as wary of the spoken word.

For instance, a famous lecturer was asked the formula of success in public speaking.

"Well," he said, "in promulgating your esoteric cogitations and articulating superficial, sentimental and psychological observations, beware of platitudinous ponderosity. Let your extemporaneous decantations and unpremeditated expatiations have intelligibility and veracious veracity without rodomontade and thrasonical bombast. Sedulously avoid all polysyllabic profundity, pusillanimous vacuity, pestiferous profanity and similar transgressions.

"Or, to put it a bit differently," he concluded, "talk simply, naturally, and above all, don't use big words."

Henry Adams said that "simplicity is the most deceitful mistress that ever betrayed man." She won't be if we remember that simplicity is the elimination of the nonessential. That simplicity means the survival, not of the fittest, but of the best. That simplicity means reducing tons of ore to nuggets of gold.

In the preparation of your printed and publicity materials, keep in mind that people skim more than they read. So keep it short and keep it simple. Whatever it is, make it easy to read, with short sentences and short paragraphs. Seymour says, "Those four letter words have tended to get a bad name, and that's a great pity for nowhere in our rich and colorful language is there to be found greater punch and persuasion."

Seymour adds: "Publicity . . . is the communication of information, the pursuit of attention and interest through appeals to eye and ear, and sometimes the natural but unexaulted goal of visibility for its own sweet sake. Its routines can be merely good reporting, but its planned aspects have the same basic goal of good public relations programs -- building confidence. It is here, indeed that the function of publicizing public relations programs gives rise to the popular confusion of terms."

I won't dwell today on the kind of news and feature material that makes publicity, although this is most important. But I will touch lightly on the mechanics of publicity, for to achieve the best results from our publicity endeavors we should make use of the techniques and methods long accepted by professionals. Newspapers and other communications media are accustomed to receiving information in a specific form.

The basic tool, of course, of the publicity practitioner is the news release. This is a news article, setting forth in an orderly manner the pertinent facts. We know that it should be written according to certain standards and presented in a convenient format. It must meet certain physical requirements, such as being typewritten on one side only of standard 8-1/2 x 11 inch paper, double-spaced. We should have at the very top of the first page the name, complete address and telephone number of the institution issuing the release and the name of an individual whom the recipient might contact if further information is required.

The purpose of our news releases is to bring our story to the attention of professional communications people in a manner that will make it easiest for them to use, consequently we should follow the basic rules of a good news story in constructing our news releases.

We know that the first paragraph, known in newspaper parlance as the lead, is the heart of any news article. It should be so constructed and written that it tells the essence of the story. The characteristic of the lead is that by answering five basic questions it tells us virtually everything we need to know; it tells you who did something (or to whom it was done), it tells you what happened, it tells you where it happened, it tells you when it happened, it tells you why (or sometimes how) it happened. The first step, then, in writing a news release is to answer those five W's: who, what, where, when and why.

In release feature articles we will not necessarily follow the rule of the five W's. We might begin a feature article, or in some cases even a news story, with a provocative question. There are sometimes exceptions to the rule.

We need to recognize the rule of "declining importance," writing the article with the most important information in order of declining urgency and less importance of data so it can be cut off at any paragraph without omitting anything essential.

Remember, time is of the essence in any newspaper office and anything we can do to help the editor get our material into print quickly will help our cause. We need to write for our readers, to deal in facts, not adjectives. Most of us use the mimeograph form of reproducing news releases for distribution. If your list is so small that mechanical processing is impractical it is advisable to type individual original copies rather than to distribute carbon copies.

In addition to the news release technique another way of announcing a story to communications people is through the press conference. But press conferences should be called only when you are convinced that the event for which you seek publicity is important enough to warrant having an editor release a staff member for a few hours. It should be called only when a question and answer period with the press is likely to be in the offing or when you wish to publicize something that requires demonstration.

Don Shoemaker, editor of the Miami Herald, told me it is essential for a P.R. man to get to know personally the chiefs and obvious Indians of the news media. Have you come to know the media people who are the key in your area? And know them well?

Those of us in colleges and universities who depend upon funds raised through public donation have some very special publicity problems. Edward Gottlieb and Philip Klarnet in their little paperback on Successful Publicity, say our efforts then "must be geared to a continuing demonstration of the benefits the community enjoys as a result of each individual's donation." They point out, wisely, that fund-raising publicity must always be closely tied in with program and activity, and should seek to dramatize the achievements and plans of the organization. "Furthermore, since people usually respond to the needs of other less fortunate human beings -- the ill, the handicapped -- fund-raising publicity is most effectively expressed in terms of human interest.

"It is, of course, perfectly correct to concentrate publicity efforts just prior to and during the course of an annual campaign," they say. Nevertheless, a continuous effort should also be made to keep the public informed of our beneficial activities.

A word about bad news. We know that we cannot expect favorable treatment by the media one day if we withhold our own favors the next.

Secretary of Health, Education and Welfare John Gardner observed in a recent speech: "Problems brought to the surface and argued about are less malignant than those that are suppressed or ignored. And it would spare a lot of mutual recriminations if we were to acknowledge that some immensely complex problems are nobody's fault."

We should guard against being "singing messenger boys," handling media relations with a view of getting our institution's name in print or on the air simply for the sake of getting it there.

We need to keep these factors in mind in preparing our publicity: brevity, inverted order, objectivity, timeliness, accuracy and mechanical conformity.

Once we've followed the rules, and fired our releases out to the right people, what means do we have of evaluating the effectiveness of our publicity? There are a number of yardsticks, some reliable, some not so reliable. In an intriguing article in the current issue of Techniques, a bimonthly publication of the American College Public Relations Association, Corbin Gwaltney says he prefers the professional test. Says Gwaltney: "I believe principally in the professionalism of the good interpretive writer himself; his ability to develop profound understanding of the idea of his institution -- its philosophy, its reason, its aspirations -- and then to measure his own performance in the light of how well it conveys this understanding to others in a thousand ways -- in the little story, in the long interpretative piece, in the television script, in the spot news announcement, in the choice of language, in the placement of punctuation."

Gwaltney, executive editor of Editorial Projects for Education, says he doesn't believe in the efficacy of any of the conventional ways by which most people evaluate the effectiveness of the writing performance. He doesn't believe in the "quick buck" method of evaluation; how much money the writing brings in by return mail. Too often, he says, it is the last buck as well as the quick buck; the very method of solicitation, the very quality of writing that parted the recipient from his dollar too often strengthens his determination to hold onto his C-note.

Gwaltney doesn't believe in evaluation by a committee of your peers -- the faculty advisory committee which must give a pre-publication okay to the magazine or catalog or fund brochure. "Too often," he says, "they force you into altering your expert style and editorial method to fit the stunted sense of style and methods that most people possess. And no matter how you knuckle under to their wishes they'll find a way of blaming the almost inevitable failure of the committee-written product on you."

Gwaltney doesn't believe in any but the most scientific (and that means most expensive) opinion-sampling reader polls. "Too often," he says, "a crude survey of the results of your writing efforts produces misinformation of a stupifying magnitude but in such an impressive and convincing scientific format that people, including the writers themselves, will be misled by it for years."

One factor that makes the evaluation of the results of our truly interpretative writing assignments difficult and quite hazardous, Gwaltney says, is the sheer force of our competition. "The fact that you don't get through to our potential donor, the alumnus with instant success; the fact that they don't rush back to you with diffusive praise and open pocketbooks may not mean that the things you produce are shoddy or naive, or that you could get better results by spending more money on better quality paper or four-color printing jobs or ad agency expertise. It may be due purely and simply to your getting lost amidst all the other printed matter and written matter and thought-out matter and prayed-over matter that is deluging all your constituents these days."

I agree with Mr. Gwaltney that "there is small comfort in this knowledge." I agree, too, that people in the college and university business "ought to recognize what they and you are up against before they begin evaluating themselves and evaluating you on the basis of how many times you hit the prestige magazines with articles about your institution or how many people send in sizable contributions via the pledge cards you include in your fund mailings."

We can be sure that what is said is most important but it must be well said. Once, before people were bombarded with so many messages every day, their tolerance of dull, clumsy communications was reasonably high. They

2

are no longer so patient. Readers, listeners and viewers have become sufficiently sophisticated from wide exposure to good techniques to demand excellence without even being conscious of the basis of their judgment.

We know, too, that "expertness" in the mass communications media can be its own trap through "the illusion of communication" which develops when a publicity man totals up the many inches in his press clippings without asking "who read these?" and "what did they think?"

Before closing, I wish to emphasize the need for reappraisal of our existing publicity practices, for innovation, for planning. If we put it off, the need will not diminish in the months and years ahead. We must develop a philosophy and a technique of continuous reappraisal and innovation.

And new problems and new solutions may not really be the seed of our difficulty. We may have plenty of old ones we haven't solved, not because we didn't know how but because we couldn't organize to apply what we know.

When offered the latest agricultural technique, the old farmer said, "What do I want with more knowledge? Right now I don't farm half as good as I know how."

I realize that most of these comments on public relations and publicity you have heard today are old hat. The problem is to get action. When standards in most every phase of our national life are being raised, education can be no exception. We simply must do a better job of communication.

Your college can be as good as you and the good people on your campus want it to be. And no better.

In many ways your colleges have made an enviable record, both from the quality of your programs and the success of your students. The commendable record made by community college transfers to Florida State is a testimonial of the splendid preparation given the students.

I'm certain though, that your colleges have not gone and told the story of the accomplishments and the complete role of the community college, which has been only partially understood and accepted by junior college workers themselves. Dr. James W. Thornton, Jr., former faculty member at Florida State, says in his book on The Community Junior College, that "existing community colleges . . . can never consider that their task of interpretation is complete. New citizens grow up or move in and older ones forget; the junior college which enjoys a high degree of public understanding and support is the one that constantly helps the public to know of its work."

Amen, Dr. Thornton!

My respected friend Paul H. Davis says that "each college should decide exactly what is required to achieve its purposes, attitudes and values. Each should acquire the necessary tools, should establish the time schedule and should proceed 'full speed ahead.'"

I hope that you as leaders will conceive a purpose and dare to innovate. I hope you will see the importance of employing skilled communicators, not leaving this vital function to chance.

To assure the understanding and support, both moral and financial, necessary for the realization of your goals, students, faculty, administrators, the general public must come to know and appreciate the total program of your college. They must know your accomplishments and aspirations, your services and your potential.

Seymour believes the symphonic form is just as good for you as it was for Haydn and Beethoven: "Tell them what you are going to tell them, tell them, and then tell them what you told them." I might add tell them with plain talk, and simple publicity.

And when you get dog tired -- not from the work but from what you can't get done -- or when people get too stuffy, just remember Mark Twain's plain and simple advice: "Always do right. This will gratify some people and astonish the rest."

YOUR IMAGE IN PRINT

William A. Simpson
Director of Public Relations
University of Georgia

Reader's Digest this month repeats the story making the rounds of college campuses about two citizens of ancient Athens who met on the street. One asked the other, "Have you heard the news about Socrates? He's been sentenced to death." "That's a terrible shame," said the other, "he's such a great teacher." "Yes," said the first man, "but he never published."

Now, while my task today is neither to defend nor attack that tattered old "publish or perish" flag, the topic assigned me, "Your Image in Print," could easily employ that academic shibboleth as a starting point. For while many college publications are breathing new life into financial support campaigns, student recruitment or other informational efforts, too many are deadly and wasteful.

In all their forms, though, publications, and I use that term to include all printed materials issued by a college, are assuming an increasingly important role in the communications programs of higher education. Certainly, they have become essential elements in the development or advancement concept. And, as such, the chief executive officer of an institution must at least recognize the element and, hopefully, be well enough acquainted with basic publications principles to see that an effective publications program is developed for his institution.

We would be plowing old ground today to comment at length on the importance of communications. Suffice it to say that those who communicate effectively can accomplish great good, or, unfortunately, great bad, but that perhaps the majority cannot or do not employ communications with any significant effectiveness, thereby accomplishing little or anything by those efforts.

Most college presidents are quick to take all possible corrective actions in any given emergency situation on campus. Too few, in the words of consultant David Barton, have moved to correct "the costly, creeping paralysis that results from hurried, unimaginative, and hence, ineffectual communications."

To illustrate the cost and scope of what is being done in college publications, effective or not, let's draw on some statistics included in a recent issue of the new reference series, Creative Notebook for College and University Presidents. A sample group of 133 colleges and universities was surveyed. They had a total of 10,524 publications; an average of 79 each; the highest number being 1,000, the lowest 2. During a typical year, 128 of those institutions reported total publication spending of $6,885,565. That's an average of $53,793 each; a budget range from $500,000 to $1,500. And, I suspect, all those figures are conservative, for I would bet they do not include printing or production costs for such things as stationery and office forms.

Publications, as you can see, might well be considered the meat and potatoes of most public relations or communications programs, and for more reasons than simply cost. The message, to allude to the popular Mr. McLuhan, reaches its audience in the medium you control. It is not edited to fit the space between department store sales ads on the one hand and the classified section on the other, nor squeezed between commercials for relief from acid indigestion and anatomical discourses on ladies undergarments. John Mattill, the distinguished editor of the M.I.T. Technology Review, may well be right in saying that "publications represent an institution to its audience more directly than any other public relations medium."

Before any material is ever published, there are two considerations which are basic and vital if you expect your image in print to be good, to be effective, to motivate people as you hope.

First and foremost, it is necessary that an over-all plan for institutional publications be established. In this way priority can be given the most urgent projects, duplication of effort can be avoided, and confusion of aims and emphasis eliminated. If education is, as it has been called, a knowledge industry, then we are in business. And a major goal of any business is getting maximum results with available resources. We may not be able to function as a business in many other ways, but the area of publications does offer such an opportunity.

While there may be institutions which achieve effective publications under a "free-wheeling" arrangement -- by which any unit is free to make its own decisions regarding publication audiences, content, budget, personnel and production -- the strongest plan, in my opinion, is one in which the responsibility for the institution's total publications program is fixed in one place.

Obviously, there may be any number of variations on this same theme. It is desirable to have a centralized publications office through which the content, quality, timing and cost of all printed materials can be coordinated and controlled. But if limitations preclude a larger staff, then one person might be responsible for editing or reviewing every publication, and for coordinating the entire publications program. Otherwise it is unreasonable to expect the general tone of all publications to be compatible with each other and with the character of the institution. Without such coordination, it is next to impossible for statements of fact or policy to be up to date and consistent throughout all publications.

Some institutions find that a faculty committee can be helpful in establishing publications policies and procedures and in reviewing and evaluating publications as they are produced. Keep in mind, though, as it has been pointed out by Cornell's publications director, Kelvin Arden, that the best way to kill off a publication is to appoint a large committee to do the job.

We have been experiencing difficulty in our home and our community this summer in getting a clear picture on what should be the strongest TV channel in our area. The problem, which has been classified as "cross-channel interferrence," results in a disturbing and frequent audio and visual interruption. Disjointed and uncoordinated publications efforts -- those without clear-cut policies and programming spelled out from the top -- result in a similar "cross-channel interference" among your audiences.

The second basic consideration is budgeting and staffing, an area for which there are no set formulas. Obviously, each institution must judge its own needs and opportunities. If, however, a comprehensive publications program has been outlined the next logical step is to provide sufficient personnel and financing to accomplish these carefully considered objectives. Excellence in publications and printing, as in teaching or administration, cannot be achieved by unqualified people or at inferior prices. The planning, supervision, and production of publications is a job for professionals. I might add that it is not easy today to even find available trained graphic arts specialists such as editors, designers, artists and photographers. Expect to pay professional level salaries for these professional jobs, because you will not get this by hiring amateurs. And give your professionals in each area full authority and responsibility.

Should your program not warrant a full-time staff, the skills and experience of professionals are readily available outside your institutions. There oftentimes is great validity in hiring or contracting for "outside" help, even when you have a full-time staff. Perhaps the greatest problem of communication is the illusion that it has been achieved. "Outsiders" often can view programs and publications with a more objective eye. However, if outside consultants are used, their work should always be balanced against the image of the institution as those within the institution may know it. As Robert Payton, former vice president of Washington University in St. Louis, now with the State Department, has cautioned, all personnel engaged in publications work, both "inside" and "outside," should be expected to acquire knowledge of the character and purposes of the institution.

In actually producing any publication there are several fundamentals with which you should be familiar, particularly if you are to be involved in developing and establishing publications policies.

The first of these should be woven throughout all the others, because it is the essence of what the whole business is about. Publications not only should, but do reflect the character and personality of an institution, what it is and what it is striving to be. The standards appropriate for publiations, as I have heard Mr. Mattill say on several occasions, are therefore the standards of the institution itself. No publication can communicate for its institution a standard higher than its own achievement represents.

Again, if I may paraphrase Mr. Mattill, publications can communicate a number of basic characteristics of educational institutions. They can reflect intellectual achievement if they are literate and communicative. They can reflect professional achievement if they are accurate and competently produced.

They reflect research achievement if they are forward looking and creative. They depict a relevance to classical knowledge if they incorporate the traditions of good typography which have developed over the centuries. They portray the non-profit, philanthropic character of our institutions if they have an "institutional" quality which sets them apart from strictly commercial advertising. And they communicate a consistent administrative function if they themselves have consistent character, reflecting the fact that an institution is greater than any of its parts.

Then, certainly, before any publication is produced it is necessary to determine just what the purpose of that publication is and for whom it is intended. Here is one place where the comprehensive plan and the coordinated effort can really pay dividends, for such a plan must have the cooperation of all officers to succeed. And, with such cooperation it is more likely that there will be sufficient time to carefully analyze the need for any given publication. It is less likely that a publication will be initiated on a passing whim or simply because such and such an institution has produced a particular kind of folder.

We had a critique in our office last week about a weekly television program we produce and which is carried on the eight stations of the statewide educational TV network. We invited to this session several persons who are not members of our staff and encouraged them to speak frankly and bluntly about the program. The very first observation was as telling as perhaps all others of the several hours discussion. The observation came from a member of our faculty who said, "We have been mistaking what interests us with what interests them out there. . ."

Too many college publications are oriented to the institution rather than to the intended audience. Even worse, too many publications have been produced without any definition of an audience. In his book, "The Nature of Public Relations," John Marston, Assistant Dean of the College of Communication Arts at Michigan State, points out that "all too often educators bask in the delusion that they are communicating with important publics when, in fact, they are only talking to other educators (who admittedly constitute an important public in themselves.)"

Ideally, a publication should be designed to accomplish a specific public relations task and should be aimed at a specific public.

The old saw about the chicken and the egg comes to mind when format and content in publications are considered. Hardly anyone would disagree that content is the more important. Yet, in today's marketplace, and that's where we are competing for most of our audiences' attention, good design is vital to get the content noticed. Of the hundreds of pieces of printed matter that cross your desks weekly, which do you read first? As you walk through the exhibit of publications here at this meeting, which attract your attention? Design is, in effect, the packaging of your message. And it might be wise to keep in mind a thought on packaging expressed by motivation expert Dr. Ernest Dichter, who said, "Eve's fig leaf was one of the earliest and apparently quite successful forms of packaging. It embellished and aroused curiosity. Modern packaging," the doctor continues, "has the same function."

On the other hand, I have noticed in the past couple of years what I believe to be a tendency for the tail to wag the dog. In the recent publications competition of the American College Public Relations Association one of the judges reportedly commented that quality of design of college publications showed a marked improvement this year but that the majority still didn't say anything.

Francis G. Pray, formerly vice president for college relations of the Council for Financial Aid to Education, a past president of ACPRA, and now chairman of the board of Frantzreb and Pray Associates, made a similar observation some time ago when he said, "I once became quite an expert on publications and I learned some of the myths about white space and good feeling paper and fine illustrations with lots of dynamic action photographs. Yet it has gradually been borne in upon me over the years that only occasionally do I see one of these beautifully printed, handsomely illustrated typographical gems that ever really says something, that contains any writing of a quality to maintain interest after the appearance of the book has won for it the first look. I have begun to realize that the average slick college brochure is atrociously written, has little of interest to commend it, is not aimed at a particular group, and is a wasteful, expensive communications medium. The average 'beautiful' brochure is like a rosewood inlaid box filled with sand."

And that rather caustic comment leads me to say that the first mission of a college publication is to say something. It is possible, of course, to say something both verbally and visually. The visual impact reflects your institution just as does the written word. Format and content should, if possible, then, be planned concurrently, but design, artwork, photography, all these things should complement each other and all should work together to communicate the message.

It shouldn't be necessary to say this but it also shouldn't go unsaid. It is important that what you say in any publication be honest, accurate and well-written. If higher education is to fill its role as a seeker of the truth, its publications must reflect a constant respect for the truth.

A good starting point for the writing of any publication would be a review of the written statement of purpose of the institution. I mention this not only because I think it is valid for the subject but also because I have heard that a majority of institutions of higher learning do not even have that basic document, and this, to me, is an oversight which raises some serious questions about the total institutional effort.

In terms of technical production, it is well to keep in mind that there is no one best printing method, no one best type face, no one best paper stock, and the like. These things should be determined by the specific task at hand. You will find that written specifications will insure a better production and you may find that a bid system will save you money. However, remember that quality printing is not inexpensive, and that oftentimes cheap printing will cost you more. Careful planning and imagination will produce remarkable results on limited budgets.

After your publication is printed, distributed and consumed in one way or the other, there is one last step which is too often overlooked. To be certain you're doing the job effectively, there should be some sort of evaluation. I do not mean criticism of professional methods by non-professionals. I do mean to check, if possible, with all audiences for whom the publications were intended. Perhaps there is someone on your campus who is knowledgeable in in survey methods and can help develop a systematic evaluation approach to publications.

Most of us, unfortuantely, fly by the seat of our pants in this area, with at least one result that we make too many mistakes repeatedly. Our methods of evaluation result too often in about the same sort of report as appeared in the Frederick, Oklahoma Press which read, "Sam Huskins accidentally shot himself while hunting. One of the wounds is fatal but his friends are glad to hear that the other is not serious."

As David Barton also points out, "Institutions tend to gauge their communications efforts by those of other institutions engaged in the same field of activity; seldom do they consider the possibility that all might be doing poorly and that all fall short of mobilizing full potential support."

I have tried to discuss today some of the basic concepts and steps of programming institutional publications. The opportunities seem brighter to me if you establish an over-all plan, and back that plan with competent persons and adequate financing. It is essential that every publication reflect your institution and, I might add, higher education, accurately and well. And a few of the steps in accomplishing this are to clarify the purpose and define the audience of each publication, see that the format and content are consistent with that purpose and audience, demand quality in all stages of production, and establish a systematic evaluation.

And it's none too soon to put your publications house in order, either, as Dr. A. Westley Rowland, executive assistant to the president of the State University of New York at Buffalo, has expressed it, "The future of higher education will demand more publications, larger publications, longer press runs, and more effective publications."

In closing, I am reminded of the story of the French artist, Jean Forain, who became so ill that he was rushed to the hospital and a half dozen medical specialists were called to his bedside. The heart specialist listened carefully to his heart and said the heart was in perfect shape. The liver specialist pronounced his liver in good functioning order. The hemotologist declared he could find no abnormalities in the ailing artist's blood . . .and so on. Finally, in a voice of desperation, Forain said to the assembled doctors, "Gentlemen. . .from what I hear, I am dying in perfect health."

The finest physical facilities, faculties, and student bodies are meaningless unless they are engaged in worthwhile programs of learning. And no educational institution can fulfill its mission and reach its potential unless its constituencies, internal and external, understand what it is about.

Your image in print can be a capital asset in reaching that understanding.

COMMUNITY RELATIONS: THE BREAD AND BUTTER PROGRAM

Robert D. Troup
Director of Community Relations
Daytona Beach Junior College

It is a double pleasure for me to have been selected by officials of the Kellogg Center to speak on the topic "Community Relations: The Bread and Butter Program." Perhaps I should challenge the use of the expensive spread, however, in view of the current status of educational finance in Florida. It's terribly tempting to illustrate for you just what public relations specialists can do in the course of political shenanigans. I refer to a recent election in the state of Florida. Florida up until several months ago was leading the way in community-junior college development in the U.S.

Our Governor was elected on the campaign platform "no new taxes." This slogan was sung through every media in the state. This, of course, is a very palatable pill for a state to swallow, particularly when over 30 percent of its population are above the traditional retirement age. This fact brings several perhaps unique problems for the educator in Florida, some of which we will cover this morning. I said that it is a double pleasure. Firstly, it's a pleasure for a man in my job to be able to talk briefly to a captive audience of college presidents, deans, vice presidents and public relations brethren, all this and a dinner and stipend to boot.

Alan Robertson indicated to me that our discussion of "bread and butter" could take any direction but it should illustrate the necessity for the institution to have a sound and continuing relationship with the community before much thought can be given to a program of private support . . . I do not plan to deal with private support so we'll have no problems in this area.

What is public relations. . .There are dozens of definitions by hundreds of writers. The most appropriate that I have seen is a simple one -- stated by W. Emerson Reck -- "Public Relations is a Way of Life for an Entire Institution." A way of life for an entire institution means the president, it means the instructional person, it means the secretary, it means the janitor, the grass cutter and the campus policeman -- and above all it means the student.

The role of the president in the community relations program of a community junior college is in many ways similar to that of a university president. But there are also ways in which the jobs differ. In a community college the president is able and should make every effort to see and talk with each staff member at least once weekly. Now I am not proposing a formal meeting in the prexy's office but planned "chance" meetings in the campus environment. The conversation need not necessarily follow a pattern of curricular activities.

In order to secure these planned "chance" meetings the prexy must get out and around. He must get into the faculty lounges and not at inappropriate times. I'm sure each president present is well aware of his most appropriate or inappropriate time.

These meetings necessarily will require the president to answer questions, to take a stand on almost every issue from FEA sanctions to race riots to what fish are biting in the lake or river. The important aspect here of course is face to face communication.

Above all, the president in his dealings with his internal public should be a "reflector of optimism." Not a peddler of pessimism. Remember now that the key words in the president's personal community relations program must be understanding, sympathy, appreciation and respect. (USAR)

The president has the vital role too with the external publics -- the community at large, the media. Here, a close relationship with the designated PR official is a must. Let's exclude for the moment ladies clubs, mens clubs and sundry meetings which are part and parcel of the president's existence.

It's a proven fact that on any average day, television in the United States reaches an audience of 100,000,000 people. Five industries, toiletries, drugs, tobacco, detergents and food buy 60 percent of this TV time. Most will agree that one of the basic problems associated with TV is the necessity to entertain. The college president if not already acquainted with the basics of appearing on taped and live TV shows has no choice but to get with it if he wants his exposure. What appears on the surface to be a wonderful opportunity to make a point to large numbers of people can easily turn out to be the reverse on the tubes. The president needs to be ready -- though most appearances to the viewer are ad lib -- there should be prior discussion with the interviewer or close attention paid to a release associated with a film clip used on TV.

Radio is another matter. Let's look at this first from the president's point of view. The statement prepared by the president and/or the PR officer for the "daily blah" is not, I repeat is not the same statement which should be given to local radio stations . . .You have already guessed. . .the radio release should be a short re-written version of the "blah" copy. I know of a community college in Florida that uses audio tape for more than 90 percent of its institutional releases to radio stations. . .with a minimum of equipment and effort a polished, edited statement can be presented to the station, ready for broadcast.

There are some shortcomings here but perhaps we can get into these problems later on an individual basis.

TV - MULTI CAMPUS

Commercial radio and television provide a large measure of the well organized college's dealings with the external public. Several years ago Daytona Beach Junior College in cooperation with WESH-TV, NBC affiliate in Daytona Beach-Orlando and four area public junior colleges successfully fielded a team of instructors, borrowed staff and production facilities, gathered them at the site of the commercial station and began a cooperative multi-campus credit TV series.

Let me hasten to add that this is not a recommended procedure for every college represented here. Here are some of the important things involved in such a venture.

1. Attempt to match the viewing area of the TV station with the service areas of the cooperating colleges.
2. Provide release time (time away from other classroom duties) at a rate at least double that required for non-media courses. For example a 3 hour media course is equivalent to 6 on campus classroom hours.
3. Realize that commercial stations are different from ETV or CCTV facilities. The staff tend to be much more objective in commercial station. They may even have a tendency to "Pooh-Pooh" the professor should he be performing below the standard of the station.
4. Make every effort to recognize the TV station . . .Publicize the fact that they have contributed the time. . .format the offering, i.e., public service program offered by blank college in cooperation with XYZ-TV.

5. Finally when you have received a commitment of TV time -- use it. . .be ready to accept constructive criticism from the professionals.

Granted, your visuals probably cannot equal those you might see for ivory soap or Winston cigarettes -- but keep in mind that Americans currently spend 16 billion dollars annually on advertising. One billion dollars a year is spent to advertise each of the following words: white, mild, power, refreshing, and relief. I don't have to remind you that some of these words also enjoy the free treatment on our daily news broadcasts.

Just a couple of days ago a friend of mine was quite irritated because he had been unsuccessful in obtaining public service time on his local TV outlet. He took the stand that the law was on his side -- the TV station had to use his ideas and his educational material. In my experience I have no recollection of having ready any regulation demanding that a commercial TV station broadcast X amount of education. All of us know outlets using none. Let me point out at this stage that WESH-TV, the station I mentioned earlier, ran 9 percent plus in education last year. This is one of the highest ratios that I know of.

RADIO

Radio can provide a tremendous amount of exposure for the community college. While TV serves a region - radio for the most part serves a town or at best, a county. What in addition to public service spots and news releases can it do to serve the college and therefore the community. Let me cite an example. A college with which I am familar currently is utilizing five nights per week of prime radio time combining credit courses, good music and forum type presentations and at no air time cost.

Granted, such a massive use of time requires preparation time for faculty and staff involved in its production -- what are the rewards? First, everyone has access to a radio receiver -- this still is not necessarily the case with TV. Radio provides a link with education for people not able or willing to come to the campus and finally there is the exposure point of view -- each of the radio programs of course carry the name of the institution.

Radio is not dying because of the appearance of TV. Radio today is growing by leaps and bounds. In 1946 34 percent of radio viewers came from local advertisers. In 1952 this percentage had climbed to 51 percent and in 1963 had risen to 70 percent and it's still going up. Radio remains a lucrative business as evidenced by the fact that stations have increased five fold in the last decade or so. There is a very interesting article by Desmond Smith in a new book entitled "Voice of the People" by R. M. Christenson and R. O. McWilliams. This book in my opinion is "must" reading for each president and each PR officer here today.

So far we have omitted the role of the local newspaper in the college's "bread and butter" program.

You'll agree that its probably the most important single mass image maker that the PR person has to use.

I have found the following formula helpful: $PR=IR^2\ (N+R+T)+p^2$

First, let's define the ingredients. The N, R and T of course are newspaper, radio and television, the basic tools we might say for the PR practitioner.

But if my limited knowledge of mathematics is accurate in this case these factors play some what of a subservient role to the IR^2 and P^2 factors. IR^2 is simply internal relations. How do we measure internal relations? Here are some of the bench marks I use.

1. Faculty attitudes toward administration and student. . .sit in a faculty meeting and listen.
2. Faculty attitudes toward one another. . .a community college will have a staff of academicians as well as a staff of occupational or vocational personnel. Many times these are areas of disagreement. Disagreements which can be alleviated quite simply if they're recognized.
3. Student attitudes. . .here is a dandy. The advent of the community college has brought with it an entirely different series of problems as it plays its role of commuter college. It becomes difficult to separate campus and home responsibilities. Relations with parents, the way the dean and the president or a faculty member handles an irate parent can affect our total IR score. All of us have witnessed the fact that the parent as well as the student has transition problems between secondary school and post high school.

Although community junior colleges have been a part of the American educational scene for more than 60 years their importance in numbers and diversity of students served has been underscored only fairly recently.

In Florida for example in 1957, 33 percent of all first time in college students enrolled in the state university system, 46.5 percent enrolled in private institutions and only 20.5 percent enrolled in public junior colleges. By 1966 the junior college percentage has risen 63 percent, the university had dropped to 15 percent and private institutions rose slightly to 22 percent.

In the long run Florida can expect about 47 percent of its enrollments in junior colleges, 36 percent in state universities and 17 percent in private junior or senior colleges. This should be the case in 1975-76.

Between 1957 and 1967 Florida junior colleges granted associate degrees to 25,000 students. It is estimated that another 20,000 plus continued on to baccalaureate degrees. This total still falls far short of the 40,000 plus students served in Florida junior colleges. The answer of course is that some 350,000 students have entered various occupations during and after their JC experience which in most cases was of a terminal vocational technical nature.

The problems of communication about which we hinted at the faculty level perhaps exists also at the student level.

The need for a common ground or denominator is obvious. Hopefully in Florida it will be the institution.

The P^2 factor of our formula, participation, concerns the activities of the institution's internal publics.

This participation is not limited to students...the administration and staff are participators each time a radio or TV exposure occurs or a newspaper feature or photo involves the facility or faculty in a positive manner. The student's role as a member of the speaker's bureau, as student assistant, campus club member and sundry others add to our P factor.

It is a relatively simple matter to score our RN and T factors by simply placing ourselves some place between -10 and +10 using positive exposure as our criterion. IR and P are quite a different matter. The answer is that our PR score becomes readily known to those most concerned even without a hard and fast valuation for each of the factors. It behooves us as practitioners to meet each minus with many pluses. We can engineer pluses - negatives need very little assistance.

In closing may I present a pair of common problems. Recently I attended the charter meeting of the National Council on Public Relations Directors, a newly formed organization funded by AAJC.

Twelve community college PR persons staff this new council. . .there were two problem items common to the group, even though membership represents the entire geographical United States.

1. How can we dramatize the unlimited opportunities in semi-professional and technical fields -- performing a service therefore to the student and to the business and industrial complex waiting to hire them?
2. How can we maintain effective communications between faculty in both the vocational-technical and academic fields with an end result of material trust and respect. I am reminded of a statement...a classic in my estimation. The author is John Gardner, former secretary of HEW.

> "We must recognize that there may be excellence or shoddiness in every line of human endeavor. We must learn to honor excellence (indeed, to demand it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness, however exalted the activity. An ex-plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity, and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

If our comprehensive community colleges -- democracy's colleges -- have made any unique contribution to educational philosophy it is that the need for some form of education beyond high school is universal in these United States. . .It is proving that various types of post high school education can be carried on efficiently on a single campus.

The ideal of comprehensiveness, this conviction that future plumbers and philosophers should study side by side as they will live side by side later should form the basics of the community college "bread and butter" publicity or more broadly speaking, its public relations.

DEVELOPMENT -- SETTING UP THE MACHINERY AND MAKING IT WORK

Alan J. Robertson
Dean of University Relations
and Development
University of Florida

My assignment today is a relatively easy one. It is to give you a quick overview of development then turn the program over to this distinguished group of panelists, each of whom will discuss in more detail one of the key aspects of a successful development program.

I believe I can best accomplish my assignment by spelling out what might be called the cardinal rules you must follow in order to have a successful development program. These rules are six in number:

Let me say here that there might be some argument about adding another rule or two but I don't believe these six would be left off anyone's list of rules for a successful development program. They are:

1. Must have the right concept of development
2. Must define the role and purpose of your institution
3. The authority and responsibility of your development officer must be spelled out
4. Must have the proper commitment on the part of your board members
5. Must communicate with all your various publics
6. The President's commitment -- Total!!!

Now a word about each one.

1. Must have the right concept of development:

Too many equate development with fund raising per se and of course in the end you do achieve your goal by raising funds.

But if you start out with fund raising as your immediate objective you will enjoy, at best, only limited success.

Development is really an overall institutional approach to determining where the institution is now and where it is going, by carefully projecting a program to realize the institution's full potential. Then you bring the full weight of the entire college and its different publics to bear on actually achieving this potential.

2. Must define the role and purpose of your institution:

This seems so obvious that you might challenge my including it here but I say to you that far too many institutions, large and small, are so bogged down in day-to-day detail, that the big picture is forgotten. You must know where you are going so that you know what you need to get there.

When you have done this you can launch a total development program rather than a series of piecemeal efforts.

Here is a little publication from the University of Kansas -- which is illustrative of what I mean.

3. The authority and responsibility of your development officer must be clearly spelled out:

He or she must be involved, must be a participant, must have direct and easy access to the President. It must be understood that he speaks with your authority.

You can't impose programs on the development director that he has had no voice in deciding.

4. Must have the proper commitment on the part of your board members:

Whether you use your governing board or a separate board for the development function -- the members must be willing to give the 3 W's themselves -- work, wealth and wisdom.

They can't lead unless they are fully committed themselves and can say we did now you do.

5. Must communicate with all your various publics:

This must be regular, frank and specific for each of your publics; parents, local community and others.

Interest must be stimulated before support is forthcoming. It's darn difficult if your first contact is to ask for money.

6. The President's commitment -- Total!!!

There is no substitute for this. Don't start a development program if you as the chief executive officer don't believe in it or don't want it. If you don't like the idea of asking for support or don't want to commit substantial time and energy to it then go with what you've got. There is nothing that will damage you more than an unsuccessful campaign.

THE INDISPENSABLE VOLUNTEER

Bernard P. Taylor
Consultant
College Relations and Development

Americans, individually and through their business firms and foundations contributed 13.6 billion dollars to religious, educational, health, and other charitable institutions in 1966, according to the estimates published by the American Association of Fund-Raising Counsel. As generous as the American citizen may be, this unprecendented level of philanthropic giving could not have been realized had it not been for the gratuitous efforts of some fifty-four million volunteer leaders and workers. Not even the federal government has such a prodigious reservoir of volunteer manpower and talent, except in times of national emergency. Professional direction, organization and modern modes of communication are important, but the volunteer continues to remain the indispensible factor in the incredible growth of American philanthropy.

Private financial support for education was second only to religion amounting to some 2.3 billion dollars. This, too, would have been an impossible achievement without the dedicated support of volunteer leadership. National trends and statistics are interesting, to be sure, but what about their practical meaning to the individual institution. These are the immediate concerns with which we wish to deal with now.

No two colleges or universities are exactly alike. The individuality of an institution, the type and quality of its services, the extent of its influence, the nature of its control, and the character of its aims and objectives may broaden or circumscribe its potential leadership. Basically effective volunteer leadership will be intrinsic to the institution and its established mission. Consequently, the constituencies from which its leadership can be recruited are those served by the institution or those in accord with its aims and objectives. Thus the constituencies of a community college and one that draws its student nation-wide are characteristically different, just as the church-related college depends upon a constituency that differs from the state university. Each in its own way has advantages and disadvantages. A good rule is to stick with your friends and make new ones within the areas of your competencies. Indeed there can be an overlapping; executives and directors of local corporations have a responsibility to the local college, as well as to the distant university or engineering college serving the corporation through research. And the metropolitan banker is liable to respond to a college, related to his church, though it be located in another state.

The identification of potential, volunteer leadership is unique to the particular institution. The effectiveness of identification and the subsequent cultivation of potential volunteers have a direct bearing on the acceptance of responsibility and personal involvement in the advancement of the institution.

Obviously, alumni are a major source of volunteer leadership for all institutions except the very new. Those engaged in community affairs, business, finance, and the professions constitute panels of talented and influential people upon which the college can draw. Church-related colleges will naturally seek out and utilize the lay leadership within the church. Civic groups and service clubs should not be overlooked in the quest for volunteers. Parents of some students are a promising source. But the major responsibility for dynamic leadership will always rest with the board of trustees, not only in personal participation, but in the involvement of others in the processes advancing the welfare and progress of the institution.

Developing and Enlisting Leadership

The leadership consists of those individuals who are to act on behalf of the development program in a similar capacity to a board of directors and chief executives of a business enterprise. Leadership should be drawn from the constituencies which the institution serves since primary motivations are already established. They should be leaders from within the groups which they represent. The general qualifications include influence in local and regional affairs, wide acceptance as public-spirited citizens, proven ability for leadership in other organizations. They should have a knowledge of and a sympathetic interest in the aims of the institution, and a willingness to give the necessary time to serve. In short, we are looking for individuals who are familiar with problem solving, who get things done, meet their commitments, and have the capability of inspiring others.

The success of the development program is contingent upon effective volunteer leadership. Failure is usually the result of inadequate or inept leadership. The entire program is personalized by the individuals associated with it. The inspiration and guidance given by volunteer leadership is imperative. In addition, prominent names have useful news value. Workers and donors are attracted by leaders whom they admire and trust. Important people are unwilling to be associated with an unsuccessful enterprise and once committed they will do the utmost to see that the program is successful. Consequently, the involvement of superior leadership is indispensible since their work and their gifts will set the pace for the entire effort.

The General Chairman

The general chairman is the most important man in the development program. Once enrolled, he is the chief executive. Like a business, the outcome of the program will depend upon the competency of the chief administrator. He must make time available to chair frequent conferences, meetings, and luncheons. He must have a flair for communications, oral and written. He must have the capacity to enlist effective, subordinate leaders and be responsible for their performance.

The job requires a chairman with an optimistic outlook and a resolute attitude. He should have a keen and an objective insight into changing situations and attitudes of people, but a deft and sympathetic firmness in maintaining the guidelines of the program. He will be able to accept as well as delegate responsibility.

Relationship of the Director of Development to Leadership

The director of development is the master architect for building leadership. He provides an evaluated prospect list of potential leaders with pertinent biographical information. He is called upon to make recommendations for various types of leadership and insists upon the selection of the proper calibre for the particular positions. It is his job to see that each constituency is represented proportionately in the organization.

The relationship between the director and the general chairman is a singular one. He is the right hand of the general chairman. The director can influence the choice of leadership and prompt the leaders to carry out their responsibilities -- especially the general chairman. There must be respect and esteem between the two, but their relationship, except under the most unusual circumstances, should not become an intimately social one.

The director is obliged to conserve the time and energy of the leadership; he must relieve them of the burdens of detail. The efficiency of the director and his staff will influence acutely the effectiveness of the leadership. High-geared executives require and demand efficient staff support. With their respect and trust, the director will be able to influence constructively the course of events and bring his experience and knowledge to bear on the eventual outcome of the program. The campaign chairman exercises the authority, but the director provides the "know how". This arrangement, peculiar to fund-raising, works only because the fund-raiser is predominantly a strategist and a diplomat.

The Volunteer Organization in Development

How may the volunteer leadership be organized effectively to attain the objectives of the development program? This can best be accomplished through the establishment of a development council. The development council is the equivalent to an executive or operating committee in a campaign. It should be appointed by the trustees on the recommendation of the president of the institution, the general chairman, and the director of development. The council, together with the general chairman are responsible to the board of trustees for the management of the entire development program. The appointment of a small executive committee consisting of the president, general chairman, and several accessible members of the council can expedite action between meetings of the council. The development council is essentially an operating committee rather than a policy-making one. While the personnel may change somewhat from time to time, the tenure of the council extends throughout the entire period of the development program.

On what basis should the members of the council be selected?

Obviously the strongest leadership available should be enlisted. Frequently in some institutions this is the only criteria for the selection of council members, and not without some success. However, the long-term nature of the development program and its activities underlines the need for establishing the council on a functional as well as on a qualitative basis. In con-sequence, the council becomes not only a board of management, but a coordinating agent for the over-all effort. In accord with this view, the following guidelines for the organization of the council are suggested.

The general chairman shall be the presiding officer of the council. The president, the treasurer or principle financial officer, and the chairman of the "Associates" may be included as ex-officio members. Two members should be appointed from the trustees, one representing the finance committee and one from the.planning and development committee. Additional representatives may be appointed to represent the faculty, alumni, and students (optional). If church-related it would be well to have the authoritative body of the church represented or a leading community representative if the college is a community college. The remaining members will be placed on the council in a functional capacity. Ordinarily these would be a chairman for capital gifts and memorials (special gifts), a chairman for deferred giving, a chairman for annual giving, which includes the alumni fund and the parents' fund, a chairman for foundations, a chairman for corporate support, and a chairman for community support. The make-up of the council should be modified, of course, to meet the requirements of the particular institution and its constituencies.

There are five advantages in organizing the council in this manner: First. The plan does not preclude the selection of the strongest possible leadership. Second - with the president, treasurer, and at least two influential trustees on the council, the budget and recommendations of the council will receive proper attention from the board of trustees.

Third. The leaders of the most relevant constituencies are represented and involved. Fourth - the chairmen of the respective activities are brought together, giving coherence to the program. Responsibility is placed upon each chairman by his membership on the governing board. In this way the total program is integrated. Fifth. The council constitutes a forum for reports, ideas, and mutual encouragement, thereby creating a continuing momentum. It also provides a clearing house for avoiding duplication of effort.

Development Organization in a State-Supported Institution

The development functions in a state supported college or university, in general, are similar to those in a private institution with two important exceptions. A separate corporation or foundation must be established where the university or college does not have autonomy or where the final authority over fiscal matters is invested in a board of regents or similar state authority. Secondly, the objectives of the development program are, by and large, those projects not provided ordinarily by the state or not included in the official long-range plans. Frequently the alumni association and the alumni fund are independent. Nonetheless, the inclusion of alumni giving into the corporate structure of the foundation is not only functionally desirable, but frequently results in increased alumni participation and total giving.

Most important, the cultivation of alumni through annual giving enhances the foundation's efforts to stimulate capital contributions and deferred gifts through bequests, trusts, and insurance. Competitive operations between the alumni association, unauthorized programs, or sectional groups and the official foundation are not only confusing to the alumni, but self-defeating and inimical to the welfare of the institution.

Development Council-Duties of Members

The following are the duties of the members of the development council:

Chairman of the Finance Committee (trustee)

The chairman of the finance committee of the board of trustees shall represent the trustees in related matters of finance and budget and shall act as a liaison between the board and the council.

Chairman, Long-Range Planning and Development Committee (trustee)

The chairman of the long-range planning and development committee of the board shall assist the council in establishing the goals of the development program as indicated by their studies and recommendations of the planning and devolopment committee as approved by the board of trustees. He shall be an intermediary between the planning and development committee of the board of trustees and the development council.

Alumni Representative

The alumni representative shall be the spokesman for the alumni. He shall bring the official views of the alumni to the council and present the recommendations of the council to the proper alumni authorities for action and support. He will work closely with the chairman of the alumni fund.

The President

The president shall be an ex-officio member of the council and each of its committees operating under the coordination of the council.

Faculty Representative

An academic dean or such member of the faculty as may be selected shall represent the faculty, bring its viewpoint to the deliberations of the council, and interpret the actions of the council to the faculty.

Associates

The chairman of the associates shall be the liaison between the associates' group and the development council and shall act as a coordinator between the two groups. He shall keep the members of the "associates" informed on the aims and objectives of the institution and the progress made toward these aims through the development program.

Student Representative (optional)

The student representative shall voice the views of the student council or the student body and shall be responsible for interpreting the development program to the proper student officers and student leaders.

Chairman for Capital Gifts and Memorials (special gifts)

The chairman for capital gifts and memorials and his committee shall be responsible for the identification, cultivation, and solicitation of major gifts and memorials from individuals with the active support of the president, trustees, "associates", Alumni, faculty, and members of the development staff as required.

Chairman for Deferred Giving

The chairman for deferred giving and his committee in cooperation with the director of development, the college attorney, and the president shall be responsible for developing financial support for the institution through a program designed to generate bequests, annuities, trust funds, and insurance on behalf of the institution.

Chairman for Annual Giving

The chairman for annual giving shall be responsible for reoccuring, annual solicitations including the alumni fund and the parents fund. He will see that both of these current funds are related to and coordinated with the development program.

Chairman for Corporate Support

The chairman for corporate support and his committee shall be responsible for the identification, cultivation, strategy, and solicitation of local and national corporations for annual or capital gifts as indicated.

Chairman for Foundations

The chairman for foundations and his committee shall be responsible with the aid of the staff for identifying, researching, and mapping strategic approaches to those foundations, local and national, whose fields of interest hold some promise of financial support for the institution, its departments, or projects.

One or more of the following chairmen may be added to the council if the particular situation warrants.

Chairman for Community Relations

The chairman for community relations shall be responsible for interpreting the college and its program to the community through its service clubs, commercial organizations, and other community groups. He should keep the council informed on the current prevailing views and opinions of the community. He shall plan such programs that will bring community visitors to the campus and stimulate community pride in the institution.

Chairman for Public Relations and Publications

The chairman for public relations and publications shall provide assistance to the president and development staff in all matters related to building good will and acceptance on the part of the public and act as an adviser on all of its publications related to the development program.

Chairman for Church Relations

The chairman for church relations shall be the liaison between the church and the college. He shall keep the various divisions and authorities of the church informed on the progress of the development program and brings their views to the attention of the council. He shall guide the president and the council in matters related to the church.

It is imperative that each one of the major programs have adequate staff support. It is rarely possible, or is particularly desirable to attempt to establish a full council and the various divisions of the program simultaneously. A completed organization chart does not necessarily constitute a program. Each activity may be added only after a proper plan of operation is projected and potential leadership identified. In most cases the director of development will act as secretary of the council, responsible for calling the meetings, keeping the minutes, and carrying on such activities as are necessary to the proper execution of the program. The chairman of each activity shall be responsible for reporting the progress made in his area to the council.

Role of the General Chairman

The role of the general chairman in the development program is a conspicuous one. His leadership is crucial to the outcome of the entire effort. His role may differ in detail depending upon the type of institution and the character of the program, but in general it will include the following privileges and responsibilities. The general chairman will be responsible to the board of trustees and its planning and development committee for the execution of the development program. He will select and appoint the chairman of the major divisions of the program with the consent of the board of trustees. He will be the presiding officer at meetings of the council and at such other meetings and affairs that are related to the program. The general chairman will be the spokesman for the development program and its representative to the public. He will act as a liaison between the trustees and the council, and will make frequent reports to the trustees or its executive committee on the progress of the program.

It will be the duty of the chairman to stimulate, encourage, and supervise the work of the chairmen and to receive frequent reports on their respective activities. He will participate with the president and development staff officers in planning, organizing, and operating the program. The chairman will deliberate with the president and the board of trustees on major policy decisions affecting development. He will receive all pertinent reports, communications, and briefings from the director of development in accord with the best practice in organizational administration. He will be authorized to review and approve in advance all proposed literature, major communications, and program schedules. The chairman will be expected to assist in the development of the contacts and strategic approaches to major sources of financial support. In short, as long as he is in command, the general chairman is the dominant leader in the operation of the development program.

In conclusion, a final word about the volunteer leader. When he consents to serve, the volunteer enters into an implied compact with the institution. He is committing his time, talent, and money to a cause he considers of impelling importance. In return the institution must be prepared to reward the volunteer with the satisfaction of accomplishment. Honor his contribution by assigning important work in the area of his greatest competency and experience, guide him on how best to serve, and demonstrate appreciation through word and action. The credit for achievement goes to the volunteer for he is indispensible.

THE ORGANIZATION FOR COLLEGE DEVELOPMENT

Joseph W. Fordyce
President
Santa Fe Junior College

It falls my happy lot today to talk about organizational patterns that might be most appropriate for colleges and universities in relation to the development function. Specifically, I would hope to think with you briefly in regard to the nature of the pattern of organization that might be most appropriate for the threefold task of inviting contributions, receiving funds, and disbursing income.

I will not attempt to regale you at this time for the need for participation in this kind of fund raising and disbursal for all colleges represented here today and for that matter all institutions of higher education in America. I assume that you will by now have heard this story from a number of the other reporters in this conference. Suffice it to say that, according to the best estimates, voluntary support for colleges from all sources, pegged at approximately one billion dollars in 1961, is expected to reach a figure of two billion by 1970. The fact that a large number of you members of this conference represent public institutions gives evidence to the fact of your realization that these substantial funds will not be directed exclusively to the private sector of higher education. To quote from a recent report of the Southern Regional Education Board,

> "There was a time when the term voluntary support of higher education conjured up an image of trust funds and endowments for private institutions alone. This picture has long been outdated. Since education has become a number one concern of the South and the nation, voluntary support has become a vital source of income for public as well as private education. By the same token, public support is now shared by private as well as public institutions.

> About one out of every four gift or grant dollars earmarked for operational support goes to public institutions. For every four dollars of tuition taken in by a public college or university to pay operational expenses, one dollar in gifts and grants is available. Private institutions can count on one gift or grant dollar for every three dollars of tuition."

Such data could be multiplied many times over, but perhaps these are sufficient, if you were not already convinced prior to coming to this conference, to suggest the complete necessity for every institution of higher education in the south as elsewhere to make adequate provision for handling its fair share of gift dollars.

The organizational pattern for development must be based upon the same principles that should determine the organizational pattern for any other important aspect of the work of the college. Of these principles, I will discuss but two. The application of these principles to the organization of a particular college can be only lightly implied here, along with an indication that the inferences for any particular college would need to be ferreted out by individuals closely related with the nature of the particular institution. The first of the principles involved is that, in the area of development, perhaps to a greater extent than in certain other aspects of the administration of the college or university, flexibility is a keystone for efficiency. Development officers must be individuals who can be trusted to speak for the institution and must be given the authority to make decisions in the rapidly changing situation in which they find themselves involved. Quick decisions are frequently needed. Development officers must be in a position to weigh values of alternative procedures and must be trusted to make decisions where choices are necessary.

This principle has led in many institutions to the development of a legal entity separate from the chief governing board of the institution. The argument is, inasmuch as these are not public tax funds, the same sort of accountability and of principles of management do not necessarily apply. This, of course, does not suggest that accountability should be any less strenuous and searching; it is only to suggest that it may be different and perhaps somewhat more direct. Under this principle, foundations for some colleges and universities are designed to handle every penny of money received by the institution from any source other than tax funds accruing from the specific governing governmental agency. Separate organizations, based upon this principle, have the advantage of close and tight relationship to the institution itself and are able frequently to react to changing conditions to serve the institution in a manner that would frequently be denied to the institution itself because of legal and regulatory paraphernalia.

As desirable as many of the effects of an organization based upon this principle are, however, clear danger exists that they may be in violation of another, and perhaps more important, principle: integrity. Consensus exists that successful giving programs must be related to the essence of the institution, and an organization pattern that, for the sake of flexibility and efficiency, would interfere with a clearly definable posture of integration and unity could be fatal to the very enterprise it purports to serve. To quote again from the SREB report,

> "Principles of successful programs promoting voluntary financial support would include these three:
>
> 1. It is important to communicate the unique purpose of the

individual institutions.

2. It is vital to translate institutional objectives into a long-range plan, including provisions for systematic financing.

3. It is essential to provide public understanding of higher education as it functions in the second half of the twentieth century."

I shall not attempt to examine in any great detail these principles during these introductory remarks, although I should be glad to refer to them later in the discussion sessions should there be interest. I will point out only that, even by the most cursory examination, they can be seen to be completely and inextricably related to the functions, responsibilities, and authority of the governing body or bodies of the institution itself. The obvious result, then, it seems to me, is that a governing body for development purposes completely divorced from the governing body for the institution generally would be a step toward potential danger and perhaps disaster in respect to the possibility of the establishment of non-harmonious and perhaps even contradictory goals and purposes. Many of us, especially in the public sector, already operate with a myriad of governing boards and agencies. To add another that might be completely unrelated in its outlook and aims stands the danger of complicating beyond necessity the operation of all aspects of the institution, including the developmental aspect. It is my judgment, therefore, that an organizational pattern is best that can most clearly utilize the advantages implied in both of the principles we have enunciated, flexibility and integrity. At Central Florida Junior College and in our proposed program for Santa Fe Junior College, we have attempted to accomplish this happy compromise by an interlocking board with ex-officio officers from the college governing boards, including the president of the college and the chairman of the advisory committee, the group most closely and intimately related to the internal organization of the college. This process enabled the college to relate to a considerable number of professional and business leaders of the community without undue danger of the establishment of a board that would grow to be competitive with the duly constituted governing board. Further safeguards were written into the charter to include a clear statement of the objectives and purposes of the college and a clear delineation of the limits of the responsibility and authority of the foundation board.

Whatever the organization pattern is, it is clear that colleges that give attention to this matter are more successful in sharing in the gift dollar and have, as Clyde Blocker concluded a year or two ago, "added handsomely to the financial resources of their colleges." To conclude with a further comment from Dr. Blocker and his colleagues, "In general, progress of junior colleges toward more adequate philanthropic support is encouraging. There is little doubt that a modest investment of money and personnel would probably produce dramatic increases in the number and amounts of gifts made available to junior colleges. Perhaps the implementation of development programs in most junior colleges will mark the next major step toward maturity as collegiate institutions."

DEVELOPMENT - MAKING IT WORK

George W. Corrick
Director of Development Services
University of Florida

I. The Concept. - In every business there is an ideal toward which practitioners may strive. These are usually formulas that everyone agrees equal success. The only problem is that in most business, things don't usually go according to the formula or ideal pattern. Not that we discard the ideals -- we keep them despite the fact that we never get to use them just as written.

At the University of Florida we have put down on paper just such a formula for successful development of private support. We contend that operation of a successful program involves the following steps:

(1) Identification and dramatization of institutional goals and aspirations.

(2) The careful spelling out of those goals or aspirations in terms of gift opportunities.

(3) The location of an individual, or individuals, organization or group of organizations, whose interest lie in the area of this opportunity and whose means are sufficient to support it.

(4) The cultivation or involvement with the institution of that individual so that he comes either directly or indirectly in contact with that need or gift opportunity.

In the happy ending to this ideal sequence the prospect is expected to exclaim: "Hey, I'm interested in that -- why don't I give you the money for it?"

Naturally, this has never happened to us exactly as outlined. Perhaps, it never will. But we believe that the day-by-day operation of a development program involves an effort to fit our activity as closely as possible to this sequence. The closer we come to the formula the more likely our chances for success.

Dean Robertson has touched on the importance of an institutional purpose and plan and the spelling out of institutional aims and aspirations. My remarks will be devoted to steps three and four where the day-by-day routine of development comes into play.

II. Build Good Development Records. - A development office without good records is like a computer without a program or a big game hunter without a guide. You may find some game through dumb luck and the law of averages, but don't plan on being able to keep food on the table or money in the bank without good records. Your need for complexity and sophistication in records will depend to some extent on your size and geographic area of concern. Paper and pencil records still have a place, but most any institution that uses data processing in any phase of its operation should establish machine records of gifts and in some cases of gift prospects.

A. Gift Records - I believe the basic need in the records area is to establish a foolproof system of records of all gifts to your institution. And if you aren't getting any as yet, among your first assignments to any staff member with the development responsibility should be the creation of a well-thought-out gift handling and records system. I believe this is step one in the day-by-day work of development -- a routine, but a vital routine. It's more challenging and exciting to hunt down the gift; but it is just as important to insure that every gift is promptly recorded for your future reference, both for analysis of gift progress and because the best prospects for further gifts are the satisfied donors of the past. A good gift records system should meet the following tests:

(1) Insure that every gift is acknowledged promptly - the day it is received is soon enough.

(2) Provide the donor a proper receipt for tax purposes.

(3) Provide a record useful for future mailing purposes.

(4) Insure that other 'need to know' offices, the president, information officer, the effected department (in the case of a restricted gift) are aware of the gift, its donor and purposes.

In our development office we have created a system that is built around a gift form that is a multi-copy, self-carbon that contains in checkoff fashion a place for clerical employees to describe the gift in the fashion needed for an IBM key punch operator. Each copy is a different color, and intended for a different 'need to know' recipient. There is a partial sheet that is a part of the form that when completed and torn off is mailed to the donor as an official receipt.

Needless to say, no system you build is of any value unless the information it captures and records is readily available for review.

B. Prospect Records - The second phase of a records system is that of prospect records (or lists) - information on those individuals, organizations, businesses, associations, or foundations that are prospective donors to your institution.

If your geographic area of concern is small, this job may be relatively small. If you have a wide geographic area of concern it will be a big job, and may involve the establishment of a development library containing references and other regional or national biographical directories of people, organizations, businesses and foundations.

No matter the size, your task here is basically to find out who has the capacity to help you; the interests of that person or organization, and how you can relate your institution to him and his interest. This is a much more nebulous area than that of gift records. A person's worth is not always easy to ascertain. He may enjoy creating the impression of great affluence while actually so burdened with debt that time spent in his cultivation is wasted. Or he may (as is more often the case) give the appearance of modest if not meager means while in fact he has accumulated substantial funds.

No matter his means, finding and identifying that interest or concern that can be related to your institution may be difficult as well. Perhaps it is obvious, as is sometimes the case with the sports fan, or the art or music lover, or friend of the library. In the case of the relatively wealthy prospect who has developed no philanthropic pattern it will be a challenging and sometimes frustrating task. It may well mean an educational job; creating in the prospect an interest in some area of your institution, nursing that interest until it is healthy enough to motivate his gift.

The information for this type of prospect records is literally everywhere. You know some of it already, but have never committed it to systematic examination. Your faculty, staff, even janitors and groundsmen know even more, but may have never been asked nor known who to tell. Your trustees are gold mines of such information. The newspaper contains -- every day of the week -- information that can contribute to your knowledge of development prospects and their worth and their interests. The civic club, bridge club, coffee shop and cocktail party are excellent sources, as are the present donors, students and their parents.

III. Evaluation. - The problem is not so much how to get information, but how to organize, evaluate and use it. The great pitfall is in building mountains of information on people who are not and never will be real prospects for gifts to your institution. It is an old joke that many a major gift has come out of the blue from a prospect whose card is marked "Do not solicit--in dire straits." I suggest that the two most important phases of gift prospecting are (1) a regular and systematic accumulation and sorting of information, and (2) an equally systematic evaluation of what you get.

IV. Cultivation. - The weakest phase of most development programs is the cultivation process. The giving public must constantly be informed about every aspect of the college. For every hard-sell solicitation for gifts, there should be a number of prospect approaches that offer pure information, recognition, or thanks. Once gifts are received they should be followed up by some kind of report on the use to which they were put. A personal visit is obviously the best way. A telephone call or a personal letter -- or one from the recipient of a scholarship, or faculty member who has benefited by the gift -- is second best. In any case a donor should never have cause to feel that he never hears from the college except when money is needed.

The campus public event (as Mr. Kerns has mentioned) is a major development tool. The convocation, assembly, art exhibit, lyceum event, are all occasions that showcase your college and can provide tools of cultivation for prospective supporters, and opportunities to see and involve them personally.

Though we can fall into the trap of depending too heavily on it, the printed word must still be our means of communication with a vast majority of our constituency. Basic to any program of cultivation is a general development brochure, or "case book." This is the bible on which all solicitation is based. It gives an accurate picture of the nature of the school, the need for support, the future which the support will create, and the mechanics of making the gift. Every word of such a publication should be checked and rechecked for accuracy, pertinence, and effectiveness. The appearance of the brochure should be expressive of the character of the school. The design and lay-out should be done by professionals. This is no place to save money; and contrary to the opinions of some, a cheap publication is a poor way to express your need for support.

Obviously the publication is of no value on the shelves of the president's office or the development director. See that it is placed in the hands of your faculty board, volunteer workers, friends, and supporters, and of every attorney, trust officer and accountant who might have occasion to counsel a donor interested in educational giving or charitable contributions of any sort.

The proper distribution of this and other publications obviously will depend on the adequacy of your knowledge about who your friends and prospects are. If your records, or lists, are bad, your distribution of printed materials will be wasteful. If your lists are good, your distribution will be productive.

V. Summary. - These, in the smallest nutshell I have ever had need to place them, are the basic day-by-day guidelines of development.

PRESIDENT'S ROLE IN INSTITUTIONAL DEVELOPMENT

William S. Hayes
Director
Alice Lloyd College

I am indeed glad to have a part on this panel to talk with you on the president's role in institutional development. It may be that I can be helpful in some way to you, as I have been helped by so many of you in our years of association in the Southeast Regional Workshops in Administrative Leadership -- and indeed, I have already gained much in the sessions of last evening and this morning.

I want to congratulate your committee for this splendid program. I have heard this morning everything I will need to set in motion an effective program of institutional development. This happy situation is evidence that the earlier speakers on this panel have presented you the important ideas.

Besides saving four minutes for us on the panel, Dean Robertson also outlined many of the topics I intended to develop -- another evidence that the important ideas have already been presented.

You have already heard that the institution's purpose must underlie successful development. You have heard, too, that organization for development has the same requirements of sound administration as organization of other important aspects of the college. You have also heard, I believe, that your college program should be viable presumably to the wider society that it is in, and you have heard that the president's commitment should be total. Therefore, Mr. Chairman, it seems to me that I have time for some stories.

Importance of Trustees

If the things I say should be helpful to you, they should be memorable as were three statements of Wabash College's President, Frank H. Sparks, founder of the Independent College Foundation movement in Indiana, and in 1960, in Louisville, Kentucky, leader of a conference which the Council for Financial Aid to Education organized on the president's role in institutional development. One president, Sister Jean Marie Callahan of St. Catharine's Junior College, went from this conference and raised, I believe, $300,000 in pledges and commitments for building within one month. It takes most of us a longer time.

Dr. Sparks came to a table where eight or ten of us greenhorns were seated. Some of you may have been there with me. Dr. Sparks asked, "Do any of you have vacancies on your boards of trustees?" We did have at Alice Lloyd College, and I felt embarrassed about it. I thought our institution was weak in many ways, and this was one of its chief lacks. Then Dr. Sparks surprised me. He said to us of vacancies on our boards of trustees, "The best thing you can have."

The priority of imaginative selection of new trustees for the strengthening, in that instance, of private colleges -- and the increase of voluntary support for these institutions remains memorable to me. I have remembered his advice in that conference of the Council for Financial Aid to Education as my college has moved forward to enlarge its board of trustees, select trustees who will work and who have wisdom -- few of them have wealth, but we are moving in that direction.

Excellence in the Institutions

Dr. Sparks made another memorable statement that may be helpful to you as it has been to me as I have thought of it many times during the past few years to my great satisfaction and encouragement. I recalled this statement last night when President Oswald called for excellence on all levels of education, stating that the community college has its excellence, perhaps not the same as the university, or as one of the prestigious liberal arts colleges. We at Alice Lloyd and you in community colleges are challenged to serve young people with often less than average cultural advantages. Our institutions overcome some financial disadvantages in doing this. Dr. Sparks' second memorable statement encouraged me that excellence is very possibly present in my institution. He said, "Excellence is not vertical, excellence is not horizontal, excellence is on the diagonal." Every one of your colleges and my college takes its place on that diagonal somewhere. There was another very practical and memorable guideline that Dr. Sparks gave us in that conference which I will pass on to you a little later.

Strength Rooted in Social Purpose or Idealism

If I might be helpful to you and ask a question that will be important, I will ask, "What are you the proudest of in your institution?"

What do you consider to be a central purpose for its idealism, for its excellence, and these are the same. The social purpose of your institution is an idealism. What is your own idealism which parallels that of your institution?

Now the reason I ask you this is to emphasize that the president is a statesman as well as a salesman, an organizer of his institution as well as a publicizer of it. He must deal with people and ideals before he deals with money. If I would be helpful to you, I would be as memorable to you as Dr. Sparks was in insisting that your institution's hope for voluntary support rests upon its social purpose and idealism.

"What are you proudest of in your institution?"

At Alice Lloyd College, we are proudest of the educational program that meets our social purpose, enabling young people of talent and much less than ordinary financial means to become leaders of our region. We are proud that the Alice Lloyd College students believe their lives count for the benefit of their society. A letter to trustees this spring reports twenty-four Alice Lloyd College students honored for academic achievement on Awards Day. It reported the awarding of ALC's distinctive scholarships for graduates to 52 graduates in junior and senior year continuations in other institutions. Ninety-five per cent of ALC graduates are continuing in senior colleges and universities. Over the years, ninety per cent have returned as teachers, doctors, engineers -- professional people to serve their region and nation.

By the way, we were able to report half of Alice Lloyd College faculty in doctoral study this summer, all at least once in the past three summers, and four scheduled for doctoral study during the year 1967-68 with full salary. This illustrates the primary concern of the president for institutional strength, that underlies success of the development program.

Organization Includes Others

A major presidential task is organizing efforts of many people effectively. Dr. Corrick has described the excellent development organization in which capable people are responsible to a director of development who is a professional. It has been said of a college president that nothing is made but is authorized and delegated by him. Nonetheless, it is important that the president should not try to do all things himself.

A superintendent of schools came to a first grade room one day, and afterwards learned some of the children had reported at home, "God visited our room today." In the great variety of decisions, authorizations, and delegations which we must make, the president should avoid the total involvement that would isolate him from the strengths of others and give him a God-like separation.

Especially the president's role as an organizer should include his administrative staff, faculty, students, and trustees in:

1. Interpreting college purpose and program clearly and vigorously
2. Welcoming support and participation of those who respond to the program needs and the financial support offered

By the way, the president is pre-eminently the one in the institution who can coordinate the program needs and financial support offered.

"Thinking Big" about Money and Program

Do not back off from money.

One of the most difficult adjustments for most educators is to discuss large amounts of money. You will be surprised how many presidents and development officers actually back off from money. It is not necessary to back off, and this is not one of the ways to provide for your institution. You and your development officer are knowledgeable and confident in terms of your educational program. You may leave it to your industrialist, your potential donor, to be knowledgeable and confident concerning the money which he will invest. Let your donor "think big" about money while you "think big" about your educational institution.

Coming again to the institution's purpose and program, the president should not back off from thinking big educationally. He should extend his creativity and that of his institution by:

1. Consciously looking for the large picture
2. Perceiving the long-range plan, and
3. "Going to the top" in his institutional relations and his enlisting friends for his college.

An important resource for your institution is your use of consultants, Here also, go to the best -- not for their solutions, but for their stimulating ideas and perceptions and increasing your creativity.

An Encouraging Case Study

Alice Lloyd College has experienced many of the above principles. The instructional purpose and idealism has been clear from the beginning and has been communicated, but it needed an organized program involving many supporters. The annual gift income in 1960 was $100,000. Facilities were impoverished, salaries low, and administrative organization practically nonexistent. Only outstanding dedication of a few made possible the excellent educational results.

The College selected a splendid consultant firm. Trustee organization and committees were strengthened, a development office was set up, administrative staff in business and academic areas were enlisted, communication was made even more informative; we engaged in long-range educational planning; the best counsel were retained in legal, investment, auditing, and in land use planning.

Salaries have been increased, instructional programs strengthened, and grants received for library and instructional purposes, including a $132,000 "Cooperating Institutions" program with the University of Kentucky in 1967-68.

Trustee committees, competent staff, advisors, and volunteers have been organized in support of well-defined institutional purpose and idealism. In

1966-67, Alice Lloyd College received nearly $400,000, the largest amount of voluntary support for educational program of any two-year college. There has been no mystery in this development. It came from presenting a clear purpose and organizing the efforts of many to welcome support for that purpose.

Fishing Two Days a Week

The third memorable statement that Dr. Frank H. Sparks made to us in the Council for Financial Aid to Education Conference in 1961 was, "Leave your desk; go into the communities of donors and make calls--two days a week."

This precise formula does not work for me and may not for you. It takes me two days to get anywhere from my college in the mountains, so I like to spend a week at a time in the communities of donors throughout America. Making the calls is the important thing, whether on Tuesdays and Thursdays, or on a different schedule.

The art of visiting the college's friends is something like the art of fishing. The president must have an intuitive sense, when to follow up new leads, when to cast widely in general communications, and when to "go after the big one".

The Pool of Donors

There is much money that has never been gone after. More accurately, there are many potential donors who have never been presented with an opportunity to enjoy the human service results of their investment in our educational institutions.

I was delighted that Dr. Oswald, representing a large university, spoke last night of the mutuality of our efforts for voluntary support of education and social good. One college's attracting as-yet-unapproached support for worthy social programs does not lessen the pool of support for other institutions. The cultivation of voluntary giving for valuable social aims, gains strength from the common effort of us all.

I might be like Chanticleer in the story that Daniel Defoe quoted from the French aphorist, Roger L'Estrange, except that the president of a large university has expressed the same mutuality of our efforts. You recall that Chanticleer spoke out desperately in the middle of the night to his equine friend with whom he was stabled, "Pray, Gentleman, let us stand peaceably together lest we shall trample on one another." Our institutions are not in such close quarters, and we do not need to fear.

Indeed, the total needs of society for its hospitals, welfare programs, and programs for peace may have our support as well, without lessening the potential of voluntary giving for our idealism and significant programs in education.

I have not seen fully the extent of the president's role in his institution's development, but I hope some of the comments I have made may be rememberable and helpful.

GIFTS -- ALL SIZES, SHAPES AND DESCRIPTIONS

David G. Robinson
President
Edison Junior College

All institutions of higher learning are recipients of gifts, regardless of how welcome these gifts may be. It would be foolish to say that if one did not have a planned program of giving that one would do without. This would not be realistic. Many colleges receive gifts without lifting a finger to encourage the situation; however, in the matter of the kinds of gifts received the story may be entirely different. In a September, 1965 issue of the Junior College Journal, Fred H. Bremer and Floyd S. Elkins point out that "one of the tests of the public acceptance of higher education is the amount of financial support it receives from private sources." All of us in this room have received the benefits of federal bounty and would be foolish had we not set up machinery and processes whereby we could make full use of the monies available through this twentieth-century phenomenon. However, private giving is another thing. For many of our citizens, giving to a public institution is a process of carrying coals to Newcastle. Eyebrows are always raised when a public institution starts talking in terms of fund-raising; however, the amount to which a public is enticed, cajoled, goaded, and coaxed into parting with private funds for public institutions is a real measure of the belief in that institution and its purposes by the individual.

The Bremer-Elkins report indicated in a study of 376 public junior colleges that only 55% received any kind of private support which amounted to $14,000 per year in Florida junior colleges, as opposed to $187,000 in Georgia. Also, interestingly enough, "colleges in the middle enrollment range received substantially more money per student than did the very small or very large institutions."

Today, I shall spend the majority of the time talking about what happens and how it happens at one institution, Edison Junior College. All colleges receive private gifts, many far more and significant gifts than we receive, but I think you may find some unique points of view which can be shared.

The establishment of a climate for giving is the largest factor in the success of a gift program which gives to the college gifts that it needs. This happens bilaterally, externally, and internally. Internally, there must be a definite commitment on the part of the college that a framework will be established to attract giving, which is reflected in the public relations approach of the college and its personnel. We hear the axiom that "everybody's job is nobody's job," however, in the field of relations with the community, the college faculty and staff have to be tuned in to the purposes of the college, selling the college to the community constantly. This means that all college employees are "attuned" (not indoctrinated) to the purposes of the college and the importance of the college in the community. This college is not just another place to work, but a real experience in dedicated service -- helping to enrich and serve the community. To one secretary it may mean lending her talents to a college production; to another it may mean talking about the college in such a manner that other people want to work there. To faculty, it is assuming leadership roles in the community, identifying talents within the community, or forming a speakers bureau to allow groups the privilege of hearing from the first echelon of college life.

But in order to get faculty and staff to feel this way, broad foundations of genuine concern and genuine participation in college affairs must be recognized by college administration. When faculty and staff feel needed and are recognized for their efforts, a strong support program is in effect from which good public relations emanate.

Externally, building the college image within the community and gathering together support from interested people is probably one of the most interesting and essential parts of the president's job. It was felt that one of the best methods of gathering interest in the college was through community involvement in the college -- extending beyond the formal structure of the advisory committee and school board into other advisory committees, community committees, long-range planning committees, and community consultants. The college has had the unique experience of developing what was called a Community College Committee. As new administrators arriving at the new college, we found that we had a most active group of supporters on the Junior College Advisory Committee. This group was then involving itself in the very time-consuming task of getting land, architects, money, and all the other necessities of starting a college. It was felt that a broader base of representation was needed in the community, people chosen by both the administration and the Advisory Committee. The

CCC, as it was to be called, got off to a slow start with it becoming a luncheon club where the group was fed, entertained, and indoctrinated. The CCC now has three functions in relation to the college. First, it acts as a public relations device, devising methods by which the college can be represented in the three-county area. Examples of this have been scheduling radio broadcasts, speaking engagements, and special news articles emphasizing the community college. A second function has been in determining needs for the educational programs of the college. As residents of the communities not geographically close to the college, members can ascertain needs which can be met by the college through extension work and report these needs to the president. The third area, and one of the most important for our discussion today, is the area of financial aid. This committee has been asked to obtain financial aid for the students attending from each county. The equation, people=support, is an important concept. The community committee concept has worked well since it places the community in an ideal relationship with the college.

Recognition must be made of guidelines which have aided the college in bringing gifts to the college and which make the idea of a community college work. In brief, they are these:

1. Knowledge of the college -- information about the college must be fed to the general public through news media and brochures while the "preferred" public obtains information through newsletters, fact books, reports, planning sessions, t.v. programs, radio, etc. Other methods are readily available to educate people to collegiate activities -- workshops

for professional people to be held on campus -- chamber of commerce groups may be scheduled for meetings on campus; short courses and lectures may attract, and most certainly fine arts programs will bring the general community to the college.

2. Involvement of the community in the college -- advisory committees, community college committees, long-range planning groups, consultants from the community, and endowment groups all can identify with the college by having some official and quasi-official association with it.
3. Involvement of the college in the community -- leadership in the community by members of faculty and administration has gone a long way in extending relationships which have included top positions in many of the major organizations.
4. Existence of authentic needs -- needs must exist which the public realizes cannot be met without some help from them. All organizations have fund-raising projects and each one should have a junior college project included in the year's plan, even if it is only one scholarship.
5. A relationship with top administration must exist, regardless of how many public relations personnel the college has, since the donor wants attention and appreciation from the head people. This relationship should always be fluid so that the president knows his donors personally and can pursue further horizons for giving.
6. Reward and recognition aspects -- the college can always afford some kind of award for service to the college, whether

> it be in the form of a plaque or a piece of paper. Know the donor and the reasons behind his giving...it may be that the method of the recognition should be consistent with the reason for the giving.
>
> Gifts to the college should, hopefully, be the result of efforts made by groups representing the college. Just as the president should not be on the political firing lines but should have his boards out there scrabbling for funds and friends for him, he should likewise have these same groups active in recruiting gifts for the college. Sometimes it is as much work to get someone else to ask for the money but the results are far more effective.

In general, then, the college acts within a framework of giving which helps the public perceive the college as their college whether they or theirs have ever attended the college or not.

Now, getting to more specific aspects of the program here this week, I shall discuss only ten of the gifts received, the donors, how these gifts were obtained and more importantly, why. In this manner, perhaps some of you may be able to relate this experience to your own institution. Let me again explain, these are not unusual and I would further suggest that they should be the "possible" in all colleges.

Case I -- Friends of the College

Never underestimate the power of personal friendship and remarks made informally in a gathering. From such a remark made at an informal gathering in a home one evening to the effect that we taught astronomy but had no equipment, came a gift to the college of an observatory. A friend became interested and knew of a man in town who had spent a great deal of time and $10,000 building his own observatory complete with dome and revolving telescope. The man was contacted and asked by the friend of the college if he would consider the college as a permanent home for his observatory. This was exactly what he was hoping for. The equipment is ours, and the local telephone company is moving it free of charge through a contact made by a science faculty member. The installation is named after the builder and he will even have his own key to it!

Case II -- Long-Range Plan Committee

The college long-range plan did more than just plan for the college over the next ten years. It brought us some very valuable assistance in the nursing field. As a result of a long-range plan meeting in which the editor of the local newspaper was involved, the editor went home and talked to his wife about the tremendous needs existing in the college and particularly the financial problems in getting a nursing program started. His wife, the president of the local hospital auxiliary, became interested enough to have this considered as a project for the auxiliary. This group is the top money making group in the county, raising $15,000 a year at a bazaar. After some joint sessions with the hospital administrator, who was sold on the project, the women presented the college with $50,000 to help the college in its first two years of the nursing program, the funds earmarked for salaries and other administrative costs. This was certainly an instance where sharing our problems with the community enabled us to benefit tremendously.

Case III -- The Library Committee

One of the most important and well-functioning committees at the college is the community library committee, a committee which has been established to act in a consulting capacity to the head librarian. This group is made up of professional people in the three-county area who have a real interest in developing a truly community library. The group includes some top-flight retired librarians from across the country who have been able to help in every facet of library development. It is through this group that outstanding collections of books have been accumulated by the library. The services these people render are gifts in themselves but to find gifts for the collection is beyond the pale. Again, the groundwork laid through an involved committee with purposes well defined acted as the stimulus for gift giving.

Case IV -- CCC

The idea of community giving in the student financial aid department is not new; however, getting them to do it themselves is unique. One phone call to the chairman of the financial aid sub-committee of the CCC brought a chain reaction which in turn produced a campaign complete with luncheons, packets, inspirational speeches, et al. The work completed by this group would have taken our entire staff working a month to complete. At the end of the drive, the committees had brought in $20,000 for financial aid which included over 100 new scholarships. A drive was not held this year because it was felt renewals would be made....we may be sorry!

Case V -- The President

Very seldom have I found that I have had to make an approach personally; however, there are times when a corporate president appreciates a candid request from the college president and honors it. The college needs vehicles to operate and one of our largest corporations needed to write off an item for tax purposes, producing a very happy solution in the form of a truck badly needed for campus purposes, making both presidents happy!

Case VI -- Advisory Committee

Lawyers are a wonderful source of all good things and when they are members of the college advisory committee they can work wonders. Although it may seem to you and me that everyone must have someone to leave money to, I am assured that this is not always the case. Many people come to spend their last days but not their last money in the land of sun. Many lawyers are aware of these circumstances and are ready to explore the idea of giving to the local junior college. In come cases, prospective donors will be subtly introduced to the college and we are informed later that a certain amount has been donated to the college through a will or bequest. At the present time, we have been assured of some one-half million through such sources.

Case VII -- CCC

The reading laboratory was an item which could not be included in our budget at a particular time in our history. The CCC chairman, knowing of this need, approached Inter-County Telephone with the idea that here was a project which would result in evening classes for company personnel in reading, something badly needed at that time. This was a case where no publicity was desired, since there were many other organizations and institutions which would have been at the door with requests.

Case VIII -- A Secretary

When we first began operations in an old elementary school, some of us decided that pictures on the walls might give students a different perspective on college as well as cover some of the more notable cracks in the walls. The president's secretary was associated with a number of professional local artists whom she requested to exhibit. After each exhibit she would "con" them out of a painting in the nicest way, of course. Soon many of the artists wanted the distinction of having a painting included in the permanent collection at Edison so that a fine arts committee now screens paintings. The collection has attracted a great deal of attention and became such a large part of our philosophy that in planning for the new campus consideration was given to appropriate display spaces for the art. The hallways and offices now provide excellent gallery space where students may view works as they move from place to place rather than being expected to go to one place designated as a gallery. Word has spread about the collection and we have received paintings from university faculty and art galleries around the New England area. Our latest acquisition is an original John Singer Sargent which hangs, naturally, in the office of the president's secretary!

Case IX -- Alums

Although studies have indicated that alums are the least productive source for gifts to the junior college, they do represent many of the most influential and generous publics the junior college has at its disposal. One of our alums is the wife of the wealthiest professional in town and they have, over the years, adopted eighteen children -- despite this, the mother graduated with us and completed her degree at the University of South Florida. She is very interested in the college, so much so that she wanted to give the funds to furnish and equip the president's suite and conference room. Six thousand dollars were given to the college, not all of which, we may assure you, was spent on the creature comfort of the prexie.

Case X -- CCC

The Community College Committee idea has been a bit overworked today but we have profited greatly from its organization. The idea itself for the group came from the business manager who had been a long-time resident in the community. The CCC chairman seems to feel a responsibility to bring "goodies" to the college at least once yearly and three years ago he brought in the Garden Council, representing all the garden clubs in Lee County. Through their fine efforts we have been able to landscape the campus according to the plans outlined by our professional landscape architect. He has gotten to the point where he merely taps each club for funds as the college has needs. This represents a great deal of money as anyone visiting the campus may observe.

Gifts, then, come in all sizes -- as big as a truck and as small as a picture -- all shapes, as irregular as campus landscaping and as fat as a will.

You, as a president, are the most important element in all gift giving. Without you, it just doesn't happen. I don't know of too many colleges which receive private gifts whose presidents are generally disliked by the public. Your attitude toward the community and their attitude toward you will form the basis of an alliance which can bring gifts -- all shapes, sizes, and kinds!

DEFERRED GIVING - WHERE THE BIG MONEY IS

Duncan Wimpress
President
Monmouth College

I must begin my remarks by telling you how delighted I am to be back with this group again. As some of you know, I worked with the University of Florida - Florida State J.C.L.P. Center for some five years and it's a genuine pleasure to be with so many old friends again. I'm grateful for the opportunity.

I think you should know also that, in all probability, I'm the only living native Californian who actually and admittedly enjoys coming to Florida! I'm certain it goes without saying that it is the people here who make this so.

While it's an honor to have been invited to participate in this Institute, I'm puzzled a bit about the significance of being placed last on the program. Perhaps, anticipating some early departures, the powers-that-be scheduled this talk here as the one which could be missed most fruitfully! If this is true, I congratulate the conference planners on their judgment -- they were right!

Perhaps some of you have heard a college president defined as a guy who gives a speech every time he comes to an elevation in the sidewalk. Well, despite this definition, I won't talk too long. I've stopped giving long speeches on account of my throat. Several listeners have threatened to cut it!

Seriously, I would like to share with you a few thoughts about this business of deferred giving. I'd like to share them for two reasons:

first, deferred giving is a source of significant gift support for colleges and universities -- it's important to all of us; and second, most of us handle this area of our giving programs so very badly!

Let's begin at the beginning. What is deferred giving? What do we mean by the phrase? As I shall use the term today, I mean it to cover the many types of deferred gifts such as (1) bequests, (2) testamentary trusts, (3) living trusts, both revocable and irrevocable, (4) annuities and life income contracts, (5) insurance programs, and many others. It would be wasteful of your time to attempt to cover them all thoroughly here -- or even to describe them -- so I shall not. In fact, if the truth were known, I'm not sure I could!

Suffice to say, then, for our purposes, that deferred gift programs are programs which allow the donor to support the institution, establish memorials, etc., after his death and/or the death of loved ones. In other words, such programs, just as they indicate, allow a donor to defer his giving while still making a commitment of some kind to support the institution and, incidentally, to receive the satisfaction which such a commitment brings to him.

The advantages of various types of deferred gift programs will vary with the donor, with the institution, and even with the time and circumstances surrounding the gift. It is important to mention, however, that no deferred gift program should be established without competent counsel from an attorney and/or a qualified trust officer. It is certainly true that many significant tax advantages can be gained through deferred giving, but it takes experts to work out the best program in each case.

Now that we agree, in general, what we're talking about, we must raise the question as to how important deferred giving really is in the overall picture of gift support to higher education. Frankly, I would have preferred one small, but significant change in the title assigned to me. Deferred giving is not necessarily where the big money is in terms of the overall picture, but it definitely is where the big gifts are!

Let me quickly give you a few statistics from two sources -- the annual reports of the American Association of Fund-Raising Counsel and the American Alumni Council and Council for Financial Aid to Education. Both reports are for the 1965-66 year -- the latest for which statistics are available.

According to these sources, charitable giving in the United States in 1965 totaled an estimated $11,300,000,000. By breaking the gift sources into four categories, the reports estimated that private individuals were the greatest source ($8,662,000,000); philanthropic foundations were next ($1,125,000,000); business corporations were third ($780,000,000); and charitable bequests ranked fourth ($733,000,000).

On the other hand, of the ten largest individual gifts and bequests in the same year, five were bequests and one was an irrevocable trust. The five bequests were (1) $27,000,000 to Princeton University; $7,800,000 to the Mercer Memorial School of Theology; $7,000,000 to Harvard University; $7,000,000 to Florida Southern College; and $5,000,000 to Phillips Exeter Academy. The $5,000,000 irrevocable trust was made to benefit the University of Rochester.

It is clear, then, that while deferred giving may not be the largest national source of gift money, it certainly ranks as a primary source of big gifts. The reasons, of course, are obvious. A person can give more when he has no further needs for himself or his immediate family. The deferred gift helps to meet the natural desire to perpetuate oneself or at least one's memory beyond the grave. Tax advantages are especially significant in the area of deferred giving because estates are normally dealing with larger sums of money than in cases of direct gifts.

Within this picture of national giving, then, what about gift support for high education? The gift income reported by the 1,116 colleges and universities participating in the latest AAC-CFAE annual survey totaled $1,272,000,000 for 1965-66. Of this amount, bequests accounted for some $170,500,000 or roughly 14 percent of the total and annuities, life income contracts, etc., added another $37,500,000 or three percent of the total. Deferred giving, then, came to approximately $208,000,000, or just over 16 percent of the total giving to higher education.

Now, let's see how the junior colleges did. In the same survey, 134 junior colleges reported gifts of $20,486,000, and total bequests of $417,401, or just over two percent of the total. Total annuities of $88,046 were also reported but this figure is distorted by the fact that it was made up of just two annuities: one for $1,200 and the other, to Boise College, a public institution, of $86,846. Even including the annuities, however, the total deferred giving received by junior colleges during the year came to only $505,450 or less than two and a half percent of the total given to junior colleges.

Incidentally, of the 44 public junior colleges reporting, two received bequests; of the 39 private junior colleges, 11 received bequests; and of the 51 church-related junior colleges, 10 received bequests. The bequests ranged from a low of $100 to the admirable $76,816 received by Alice Lloyd College. There were only four above $30,000, including, I'm pleased to report, Monticello College where I served for some six years, at nearly $50,000.

The message is obvious. Junior colleges are badly missing a potentially potent source of gift support in the area of deferred giving. I'm not just pointing the finger at private or church-related colleges either. Remember, among the four-year institutions covered by the survey I've mentioned, some 72 of 183 public colleges and universities received bequest totals ranging from $932 to California's almost $6,000,000. In addition, they wrote some 18 annuity and life income contracts from $1,406 to $598,000.

Enough of statistics -- the important thing to note is that the support is there if you will just go after it. Perhaps the most difficult thing about a deferred gift program is getting one started. You're never working against a specific deadline. You can always rationalize putting off starting the program in the face of something more pressing. The unfortunate part is that the only time you know you really goofed is when some good friend of the college dies and leaves nothing to the institution. And, even then, you can rationalize further that he probably wouldn't have left you anything anyway!

You have to believe you can operate a successful deferred gift program -- that your institution can establish one. From the beginning, you must recognize that, in such a program, there is rarely an immediate pay-off. You must adjust your thinking to a long-range point of view.

Monmouth College started an active deferred giving not too long ago. I checked the files in the development office before leaving this week and found that our active file now includes 49 folders -- all deferred gift programs of some sort. Naturally, we hope that there are many more about which we don't know as yet. Our deferred gift prospect file should be many times that size, of course. Dartmouth, which carries one of the most effective deferred gift programs, lists some 800 pending bequests in its files and it's adding about 22 each year.

Let's now move on to share some thoughts about organizing a deferred gift program. As is essential for every phase of your fund-raising program, a long-range institutional development plan -- a blueprint for the future -- must be created for use in a deferred giving program. Remember, in this area especially, you're talking about future gifts -- and you need future plans to talk about too.

I would advise you to become familiar with the general areas of deferred giving. You should not expect to become an expert in the field, but you can develop some general knowledge and you can learn some of the nomenclature.

Once this has been done, set out to establish an organization. Choose one person to head the program. Usually this person is an attorney or a trust officer who has some interest in your institution although sometimes a person who has great interest in the college and already has you in his will can be even more effective. Never underestimate the power of a dedicated, enthusiastic amateur.

Once your top leader has been chosen, create with his help, an executive committee to design and carry out the program. The committee often will be made up of local attorneys and/or trust officers who are alumni of the college or have some other interest. In addition to their service in the beginning of the program, they should expect to continue on providing counsel as the program grows. Don't be reluctant to ask people to serve on this committee. They'll be pleased to help you. Remember, by encouraging people to write wills, you're helping them.

With the help of your executive committee, expand the organization of workers as seems most appropriate to your institution. Some institutions appoint a bequest chairman for each geographical alumni club; others appoint such a chairman for each graduating class. If all your constituents are local, your central group may be sufficient.

Once your executive committee becomes active, sit down with them and begin fitting the various types of deferred giving to the long-range development plan of your institution. Recognize, for instance, that bequests are especially appropriate for endowment and capital improvements. Over 90 percent of American college and university endowments today have come from bequests. Don't try to sell a bequest program on the basis of current fund needs.

Now, develop lists of your best deferred gift prospects. With little question, your best prospects will be those already interested in your institution. Alumni, parents of students, Board members, even faculty members, all represent potential prospects. In developing your deferred giving prospect lists, don't waste too much time with younger people -- work to get them started on current fund giving and leave discussion of bequests until later. Young people generally are not interested in deferred giving, the idea has little appeal for them. There are exceptions, of course, notably the insurance programs sold to the graduating classes of some institutions to mature in 25 years as a silver anniversary class gift and similar 25-year gift programs, but, in general, bequest programs should be aimed at an older group of constituents.

Irvin Youngberg, one of the more successful practitioners in the field of deferred giving, has said that at the University of Kansas, major efforts are directed toward members of the forty-year class and older alumni. He says that, in his years at Kansas, he has not seen one bequest from a person under 5[illegible] years of age and most of them come from those 65 or older.

Build your prospect list carefully -- and patiently. Don't just gather a list of names of people with money and think they will leave money to your institution because of the tax advantages. This is a naive point of view. Such giving rarely occurs and, when it does, it's so exceptional that we should not waste time on it.

As your prospect list begins to take form, develop some literature on your deferred giving program. There is a great deal of assistance available in this area. Although I have no axe to grind, we don't even use them any more, one of the best in the field of deferred gift literature, in my opinion, is Kennedy Sinclaire, Inc., 120 Valley Road, Montclair, New Jersey 07042. They offer to their clients literature outlining in attractive, readable formats some of the economics of giving, tax information, consideration of gifts of real estate, securities, etc. -- all with appropriate case studies. The name of your institution can be imprinted on the mailing pieces they provide. In addition, this firm -- and others -- conduct educational gift seminars from time to time at which they will train your personnel in this area.

There are, of course, several excellent firms in this field. There are also other sources of information on deferred giving. Many banks put out literature in this area. Tax Talks, a pamphlet produced by the City National Bank and Trust Company in Kansas City is excellent. A number of colleges and universities publish bequest materials which are yours for the asking. These normally will include deferred gift forms, discussions of the advantages of different types of giving plans, etc.

After studying what's available, develop your own literature. Be certain to present information on the tax and other advantages of deferred giving, but don't make this your case. Remember that people in general will not give to your institution for tax advantages. They will give because they believe in your college and what it's doing and planning to do. Because of this, the foundation of any deferred gift program must be an effective current gift program. If you develop a strong and growing relationship with a donor through prompt and attractive acknowledgement of his gifts, through keeping him posted regarding the use of his gift, through letting him know of the educational achievements which he's helping to make possible, you're also developing an increasingly good prospect for deferred giving.

When your literature is developed, send it to attorneys, trust officers, CPA's, and others in your area and with whom you have ties. Some years ago when I served on the staff of the Colorado School of Mines, we developed, with the help of some local attorneys, a folder on deferred giving with case studies which proved attractive enough to lawyers throughout the state for general use that we had hundreds of requests for additional copies. We really couldn't measure how much this helped us, but we were reasonably sure it didn't hurt us!

Finally, keep on top of your deferred gift program as it develops. In your attitudes about it -- be personal and be patient. Some institutions for a deferred gift committee, produce some literature, send it out, and then wait for the bequests to roll in. It just isn't that simple and rarely does it happen that way. Just making the case isn't enough. You have to keep on it constantly.

Youngberg told recently of a close personal and professional friend who had discussed often and sincerely his intent to include the University of Kansas and his church as his chief beneficiaries in his will. He talked about it so much that Irvin made certain assumptions -- he considered him in the bag. When the man died, it was found that he had left no signed will. As a result, some distant relatives he didn't even like received the estate and his church and the university received nothing. Youngberg admits he should have made sure that a will was properly executed and signed.

Attorneys will tell us that the principal cause of intestate deaths is procrastination. No one really believes he's ever going to die, so he has plenty of time to make a will. He puts it off. Recognizing this, you must keep after a prospect, make sure you close the deal. Offer the services of the college attorney, the volunteer deferred gift committee, and others, but don't let up. Also, don't forget a prospect even after he's written a will. He can always change it. Stay with it all the way.

Keep your negotiations on a personal basis if at all possible. Remember, you're dealing with one of the most personal areas of a man's life -- his death. If your prospect is like most people, he doesn't even want to think about his own death, much less plan for it. He can put off decisions knowing that, regardless of what he does or doesn't do, he will not suffer the consequences. He'll die alone. It's a very personal thing -- and should be treated as such. This calls, of course, for great delicacy and diplomacy, but gentle persistence will pay off.

Be patient. Things move slowly in a deferred gift program. Remember, however, that when things do break, they usually break big. Build your list with care -- keep it active -- and don't sweat. Your efforts will be rewarded.

Well, as we all know, establishing and maintaining a deferred gift program can be tough, hard work. My counsel to you at this juncture, however, is for you to get in the game! As I mentioned earlier, junior colleges are sadly remiss in this area. Deferred giving is probably the most fertile untilled field before you today.

A deferred giving program is probably the greatest gamble in college fund-raising. Sometimes, we must wait for decades before we learn if our efforts have produced results. And then, after all that waiting, there's absolutely no recourse if we've lost. The president of the Colorado School of Mines and I worked persistently with an alumnus who had sold his oil company and retired in Beverly Hills. We flew to California at least twice each year to see him for a period of some five years. As a result of our efforts, he promised that the college would, indeed, be included in his will. When he died, we waited breathlessly for the news. We even had a few bets going as to whether the bequest would be over or under $25,000. When the will was probated, we found that he had kept his promise -- the college was named as a beneficiary. His bequest to his Alma Mater was a 19-volume set of the History of the Panama Canal! I wonder if he's somewhere laughing today?

If you're thoughful -- if you have a case -- if you work at the program -- deferred giving will pay off -- usually far beyond your fondest dreams.

Many of you are thinking now that this is all great -- I'm impressed with what Harvard and Princeton have done in deferred giving. Maybe you're even a bit overwhelmed by all the national statistics. You know the bigger institutions have successful deferred giving programs -- but, you're thinking what this guy doesn't understand is that I represent a small institution without a constituency like Harvard's or Princeton's. We're just a little guy -- we can't have a program like this at our college.

You're right -- you won't match Harvard or Princeton. None of us do. But, that doesn't mean you can't have a program. Don't abandon the idea just because you're small or because your constituency may be local. Don't think you're insignificant.

Remember the story of the ancient Chinese emperor who wondered if there were people on the moon. After pondering the question for some time, he called in all his wise men and counselors and asked them to devise a plan for determining whether or not there were people on the moon. After a time, the wise men returned with a plan for achieving an answer to the emperor's question. On a given day all the people of the empire would be ordered to gather in their respective village squares and, at a given moment, everyone would give a mighty shout. All the people of the empire shouting together at the same moment would create the loudest noise ever heard on earth -- a noise so loud that it could be heard on the moon. Then, if there were people on the moon, they would certainly reply.

The emperor liked the plan and ordered it carried out. Messengers went out across the empire and on the appointed day all the people of the empire gathered in their village squares. Finally, the appointed moment came. Instead of the loudest noise ever heard on earth, however, there was complete and utter silence. Each person, knowing that his one small voice would make no real difference, had remained silent so that he might hear the loudest noise ever made on earth!

As you leave this Seventh Annual Institute to return to your campuses -- as you go back to apply to your own institutions the things you've learned here -- my hope, my conviction, for each of you is that, as you continue on with the important work of higher education, you will make a noise which can be heard on the moon!